# U.S. Department of Education

**Washington, D.C. 20202-5335**

## OSEP FY 2012 Grant Performance Report Continuation Funding

**CFDA # 84.323A**

**PR/Award # H323A100009**

**Budget Period # 3**

**Report Type: Annual Performance**

# Table of Contents

OMB No.2390-6001 Exp.04/28/2011

**U.S. Department of Education**
**Grant Performance Report**
**Cover Sheet (ED 524B)**

***Check only one box per Program Office instructions.***

[ X ] **Annual Performance Report** [ ] **Final Performance Report**

**General Information**

1. PR/Award #: H323A100009
*(Block 5 of the Grant Award Notification - 11 Characters.)*

2. Grantee NCES ID#: 30
*(See instructions. Up to 12 Characters.)*

3. Project Title: Project REAL: Responsive Education for All Learners - State Personnel Development Grants
*(Enter the same title as on the approved application.)*

4. Grantee Name: PUBLIC INSTRUCTION, MONTANA OFFICE OF
*(Block 1 of the Grant Award Notification.)*

5. Grantee Address:
*(See instructions.)*

Street: PO Box 202501

City: HELENA

State: MT Zip: 59601 Zip+4: 2501

6. Project Director:
*(See instructions.)*

First Name:Susan Last Name:Bailey-Anderson Title:

Phone #: 4064442046 Fax #: 4064443924 Email Address: sbanderson@mt.gov

**Reporting Period Information** ***(See instructions.)***

7. Reporting Period: From: 04/01/2012 To: 02/28/2013
(mm/dd/yyyy)

**Budget Expenditures** ***(To be completed by your Business Office. See instructions. Also see Section B.)***

8. Budget Expenditures:

| | **Federal Grant Funds** | **Non-Federal Funds** ***(Match/Cost Share)*** |
|---|---|---|
| a. Previous Budget Period | 1,534,102 | 0 |
| b. Current Budget Period | 715,188 | 0 |
| c. Entire Project Period *(For Final Performance Reports only)* | | |

**Indirect Cost Information** ***(To be completed by your Business Office. See instructions.)***

9. Indirect Costs

a. Are you claiming indirect costs under this grant? ● Yes ❍ No

b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government? ● Yes ❍ No

c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement: (mm/dd/yyyy) From: 07/01/2010 To: 06/30/2013

Approving Federal agency: ● ED ❍ Other *(Please specify):*

Type of Rate *(For Final Performance Reports Only)*: ❍ Provisional ❍ Final ❍ Other *(Please specify):*

d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :

● Is included in your approved Indirect Cost Rate Agreement? ❍ Complies with 34 CFR 76.564(c)(2)?

**Human Subjects (Annual Institutional Review Board (IRB) Certification)** ***(See instructions.)***

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ❍ Yes ❍ No ● N/A

**Performance Measures Status and Certification** ***(See instructions.)***

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ❍ Yes ● No

b. If no, when will the data be available and submitted to the Department? 11/30/2015 (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

| Name of Authorized Representative: Denise Juneau | Title: Montana Superintendent of Public Instruction |
|---|---|
| Signature: | Date: |

**Grant Performance Report (ED 524B) Executive Summary Attachment:**

Title : Executive Summary 2013 MT OPI
File : **EXECUTIVE_SUMMARY_2013_MT_OPI.pdf**

# U.S. Department of Education
# Grant Performance Report (ED 524B)
# Executive Summary

OMB No. 1894-0003
Exp. 04/30/2014

PR/Award # (11 characters): **H323A100009**

**Project REAL: Responsive Education for All Learners**
**Montana's State Personnel Development Grant – Year 3**
**March 1, 2012-February 28, 2013**

Montana's State Personnel Development Grant, Project REAL, is designed to increase the capacity of instructional personnel to meet the needs of students who struggle academically and socially. The project consists of six initiatives serving a diverse array of populations. The initiatives are titled: (1) Multi-Tiered Systems of Support (MTSS), (2) Response-to-Intervention, Elementary (RTI-E), (3) Response-to-Intervention, Secondary, (RTI-S), (4) Montana Behavioral Initiative (MBI), (5) Multi-Tiered Systems of Support Preschool (MTSS-PreK), and (6) The Low Incidence Disability Initiative (LID). The six initiatives are organized around 3 overarching state project performance goals:

**Goal 1- Capacity Building**: Increase state-level capacity to provide leadership, professional development, and guidance to schools to improve academic and social outcomes for students with the adoption of multi-tiered systems of academic and behavioral support.

**Goal 2 – Support to LEAs**: Increase the number of schools in Montana implementing evidence-based practices within multi-tiered models, to provide effective academic and behavioral support to all students.

**Goal 3 – Low Incidence Support**: Provide technical assistance and support to improve access to the general education curriculum for students who need high levels of support.

This summary is organized by initiative and will provide the highlight achievements and contributions each project has made toward the three Project Real Goals over the reporting period of March 1, 2012 through February 28, 2013.

(1) Multi-Tiered Systems of Support (MTSS)
The 6 MTSS pilot schools have tackled difficult systems change to braid proactive academic and social-behavioral tiered support systems. The insights into these difficult changes have been shared among school leadership teams and knowledge gained through the process of sharing is informing future implementation. This year, data has informed decisions. MTSS schools used such measures as expert/external assessments, self-assessment, identification and use of technology-based tools and strategies, and review of student outcome data as they evaluated where they are in the implementation process and where they plan to go in the next year. Tools have been created and used that combine the influence of academic and behavioral supports. Specifically, these tools include MTSS Data Audit Tool, MTSS School Application, MTSS Consultant Job Description, MTSS Facilitator Job Description, MTSS Implementation Checklist, and MTSS Overview. A timeline was created for completion of training materials for MTSS with select experts assigned to the responsibilities of supporting this work. A second cohort of MTSS Schools has been recruited and will begin their process in Year 4. The MTSS Leadership Team reorganized subcommittee workgroups that had accomplished their original intent into Professional Learning Communities (PLCs) to focus more on collaboration between MTSS cohorts and learn about topics via online PLCs. Topics to be addressed in Years 4 and 5 include: Facilitators and MTSS Consultants, FBA/BIP (Cohort 1),Fidelity of Interventions for reading, math, and behavior (Cohort 1 and 2), Instructional Strategies (Cohort 1 and 2),Goal 3 Supports, and Parent/Community Involvement.

(2) Response-to-Intervention, Elementary (RTI-E)
Ninety-nine (99) of the elementary schools who participated in the RTI-Elementary initiative last year continued in Year 3. Twenty additional elementary schools were admitted to the initiative. We celebrated 4 schools that reached Sustaining, exemplar implementation status and 20 schools who attained Implementing B status, which positions those schools to achieve Sustaining status in Year 4 or 5. In Year 3, a total of 42 schools were at either Implementing B or Sustaining status. This initiative offered 166 trainings or site school visits over Year 3. RTI Consultants were trained on online instructional technology and began providing online trainings in January 2013. Online trainings were welcomed by our demographically remote schools in the state and were evaluated as highly successful. Overall, trainings were evaluated as highly effective and useful toward their goal of implementing academic tiered services in their schools. A database containing student performance outcome data for all RTI-Elementary Schools was established at the OPI. This year we report student academic outcomes that were aggregated across the 5 CSPD Regions of Montana. Our target of 80% of all students achieving proficiency levels are realistic as we report that 73.6% of students were evaluated at Tier 1. This renews efforts for RTI schools to continue implementing proactive academic instruction and supports and helps the Project REAL state team identify training and needs.

(3) Response-to-Intervention, Secondary, (RTI-S)
A major achievement in Year 3 was that all training modules for training secondary school teams were completed. The MS-HS RTI Implementation Rubric was developed and embraced by Consultants as a guiding document. Other training materials were developed that help middle and high schools narrow their focus on tiered services in their particular school, given identified needs. The RTI-Secondary initiative trainings were evaluated by attendees as highly effective for supporting their implementation. Similar to the elementary initiative, RTI-Secondary Consultants were trained on online instructional technology and strategies and provided online trainings since

January, 2013. Finally, the RTI-Secondary initiative established a state database of participating schools' MontCAS reading performance scores. A baseline for each participating grade and the overall initiative was calculated for Year 3 as a way to measure student performance outcomes in years 4 and 5. It is expected that as tiered services are implemented with fidelity in middle and high schools, student academic performance will increase as well as students are more highly supported in their achievements.

(4) Montana Behavioral Initiative (MBI)

In Year 3, MBI provided 172 trainings and onsite visits across the state that addressed all four levels of professional development. In addition the MBI Summer Institute held in June, 2012, attended by 881 educators and parents, offered many sessions that addressed each tier of behavioral prevention/intervention as well as sessions about braiding MBI and RTI. Four new MBI Consultants were recruited and trained to help support the additional schools applying for MBI training. The OPI also contracted with a facilitator to write a Family/Community MBI module that will be used for Regional trainings, which helps fulfill part of our mission of parent and community involvement in the lives of children. Part of the module will include training on the Parent/Teacher Home Visit Project. Thirty-eight of MBI schools have completed the required Great 8 classroom training module and implemented with fidelity so that they can now move into the Tier 2 and Tier 3 implementation training process. Year 3 saw an increase in the number of high school teams; our first high school reached a 80/80 score on their SET evaluation and received a bronze medal in our MBI Recognition System. The MBI Recognition System awards medals each year for schools who are fully implementing positive behavioral supports with fidelity. This year, Montana schools were awarded 9 Gold, 8 Silver, and 22 Bronze medals. A state database of school system evaluations is being established so that in year 4 the performance report will include implementation level data across the state.

(5) Multi-Tiered Systems of Support Preschool (MTSS-PreK)

During MTSS Pre-K leadership team meetings this year, pilot sites took the opportunity to share their progress in implementing a MTSS. Notably, two sites formed a relationship—one with more expertise in RTI and the other more expertise in MBI and began sharing resources with each other which escalated their progress greatly in braiding both systems. MTSS Pre-K improved their assessment system by adding classroom level assessments to existing program level assessments. Student outcome assessments were begun which will create a comprehensive assessment system that tracks data at the program level, classroom level and child level. As assessment data was collected and synthesized this year in a usable format, it was shared at an EC REAL Leadership team meeting. Attendees, including administrative facilitators, coaches and teachers, were guided through a process to use their site's data to create both a program action plan and individual action plans for teachers. Overall goals and objectives for the initiative were developed based on project summaries of these data. For example, trainings in Dialogic Reading were provided to support improvements in Instructional Practices scores in the CLASS Assessment. Professional development opportunities were provided to balance out programs' background knowledge. For example, sites attended trainings sponsored by MBI, as well as trainings to boost understandings of early literacy.

(6) The Low Incidence Disability Initiative (LID)

The LID initiative continued the use of a 5-week course format that was previously developed to introduce Standards-Based IEP practices to Montana teachers. Courses were provided to teachers in both the summer of 2012 and the early spring of 2013. A major achievement for LID was the integration of content about access for children with low incidence disabilities to the general education curriculum into one graduate course for preservice teachers. This resulted in opportunities for field-based implementation of practices in school settings. Moreover, graduate students served as role models in the schools by implementing standards-based IEP practices into their work with Montana teachers and students with IEPs. The LID initiative leader presented information about aligning instruction to Common Core Standards for students with disabilities and two professional conferences: Montana Council for Exceptional Children (MCEC) and the Montana Assessment conference, sponsored by the Montana OPI. Finally, the initiative leader collaborated with key staff at the Montana OPI to develop a Community of Practice to oversee implementation of new Goal 3 activities, specifically, Montana's involvement as a Tier II state in the National Center and State Collaborative.

In sum, all initiatives have demonstrated great progress towards building capacity at the state and regional levels to provide support for Montana schools to implement tiered academic and social-behavioral supports for all children. There is an increase in the number of schools who are implementing tiered services as a result of the support provided by SPDG funded initiatives. Clearly the quality of supports to schools has progressed through all six of the initiatives. The initiatives are using data to base their decisions upon about program development, training, and performance based assessments. Notably, the MTSS, RTI-Elementary, and RTI-Secondary initiatives reported crucial student performance outcome data for the first time in this report. A critical measure of training success is that the newly implemented systems positively impact student academic and behavioral achievement.

A final note is that we are requesting 4 of the project performance measures be deleted because an item is either redundant with a GRPA performance measure or a Project performance measure. These are noted in bold in the report. Some performance measures have been redefined for greater clarity but the intent of the measure has not changed.

OMB No.1851-6002 Exp.07/14/2011

# U.S. Department of Education
# Grant Performance Report (ED 524B)
# Project Status Chart

**PR/Award #: H323A100009**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

1 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

OSEP Program Measure 1 Evidence-based practices in professional development Projects use evidence-based professional development practices to support the attainment of identified competencies.

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| 1.a. The percentage of professional development benchmarks the RTI-Elementary SPDG-funded Initiative meets for use of evidence-based professional development practices in years two to five. By the end of Year 5, the target is 90% RTI-Elementary Initiative PD Rubric attached | PROGRAM | | 61 / 68 | 90 | | 53 / 68 | 78 |
| 1.b. The percentage of professional development benchmarks the RTI-Secondary SPDG-funded Initiative meets for use of evidence-based professional development practices in years two to five. By the end of Year 5, the target is 90% RTI-Secondary Initiative PD Rubric attached | PROGRAM | | 61 / 68 | 90 | | 55 / 68 | 81 |
| 1.1c. The percentage of professional development benchmarks the MTSS SPDG-funded Initiative meets for use of evidence-based professional development practices in years two to five. By the end of Year 5, the target is 90% MTSS Initiative PD Rubric attached | PROGRAM | | 61 / 68 | 90 | | 46 / 68 | 68 |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Please see attachments to this report for the Year 3 PD Rubric for RTI-Elementary, RTI-Secondary, and MTSS initiatives See Explanation in document uploaded to Section C; narrative is Attachment A within document

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# U.S. Department of Education
# Grant Performance Report (ED 524B)
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**PR/Award #: H323A100009**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

2 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

OSEP Measure 2 Implementation Improvement: Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time.

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| 2.a. The RTI Elementary School Initiative of academic tiered services will increase the percentage of schools implementing RTI by 15 % per year after a baseline is established. Year 2 will report the aggregated baseline of implementing and sustaining schools, years 3, 4, and 5 will report a 15% increase for each year. 5th year goal is 90% of schools are at either implementation or sustainability levels. | PROGRAM | | 107 / 119 | 90 | | 77 / 119 | 65 |
| 2.b. The RTI Secondary School Initiative of academic tiered services will increase the percentage of schools implementing RTI at the secondary level by 10 % per year after a baseline is established. Year 2 will report the aggregated baseline of implementing and sustaining schools, years 3, 4, and 5 of will report a 10% increase in number of schools at either implementation or sustainability levels | PROGRAM | | 28 / 46 | 61 | | 17 / 46 | 37 |
| 2.c. The RTI Pre-School Initiative preschool pilot sites will increase the extent of implementation by one level per year after a baseline is established. Year 3 will report the aggregated baseline of pilot sites, years 4 and 5 will report a15% increase each year, as measured by the BOQ. | PROGRAM | | 89 / 94 | 95 | | 61 / 94 | 65 |
| 2.d. The MTSS Initiative of braided tiered services will increase the level of the 6 functional stages (Fixen & Blaise, 2009) at MTSS pilot schools by 1 level per year after a baseline is established. Year 2 will report the aggregated baseline level of MTSS pilot schools, years 3, 4 and 5 will report an increase of one stage, with the final year goal reaching the sustainability level (6). | PROGRAM | | 95 / 100 | 95 | | 59 / 100 | 59 |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Explanation in document uploaded to Section C; narrative is Attachment Q within document

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# U.S. Department of Education
# Grant Performance Report (ED 524B)
# Project Status Chart

**PR/Award #: H323A100009**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

3 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

OSEP Program Measure 3 Sustaining SPDG: Projects use SPDG professional development funds to provide follow-up technical assistance (TA) activities designed to promote and sustain evidence-based practice at the building level.

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| 3.a. The percentage of SPDG funds the RTI-Elementary Initiative used for Ongoing Technical Assistance (TA) activities to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. See yearly targets in explanation below. RTI-Elementary Initiative | PROGRAM | | 202 / 289 | 70 | | 202 / 289 | 70 |
| 3.b. The percentage of SPDG funds the RTI-Secondary Initiative used for Ongoing Technical Assistance (TA) to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. See yearly targets in explanation below. RTI-Secondary Initiative | PROGRAM | | 44 / 67 | 66 | | 44 / 67 | 66 |
| 3.c. The percentage of SPDG funds the MTSS Initiative used for Ongoing Technical Assistance (TA) activities to sustain SPDG-supported practices. Target goals for Years 3, 4, and 5 are set using Year 2 percentage. See yearly targets in explanation below. MTSS Initiative | PROGRAM | | 49 / 123 | 40 | | 43 / 123 | 35 |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

GRPA Program Measure 3.1 a, b, c Funds used for ongoing Technical Assistance activities that will sustain SPDG supported evidenced-based practices were calculated for the 3 Initiatives: RTI-Elementary, RTI-Secondary, and MTSS. Percentage of SPDG funds for each initiative were calculated by dividing funds used for Ongoing TA activities by the total SPDG funds used to support each initiative: SPDG Funding for Technical Assistance (TA) - Year 3 SPDG Initiative Total SPDG Funds Ongoing TA Funds Percentage TA TARGET % Year 3 RTI Elementary 47 289,216.39 202,451.47 70% 70% RTI Secondary 11 67,688.94 43,997.81 65% 65% MTSS 20 123,070.80 43,074,78 35% 40% Totals Year 3 479,976.13 289,524.06 A list of Montana OPI's Ongoing Technical Assistance Activities for Year 3 is attached to this report. It has been anticipated that TA activities would increase over the term of the 3 initiatives as the present schools increase implementation and evidence-based professional practices are increasingly used by practitioners at an and advanced or sustained level. Schools will require more technical assistance and follow-up to reach sustaining levels. Goals for each initiative were set by using Year 2 as baseline. See the table below. Program Goal 3 - TA Activity Percentage Targets by Grant Year RTI Elementary RTI Secondary MTSS Braided Year 2 (baseline) 65% 60% 35% BASELINE YEAR Year 3 (4/1/12-3/31/13) 70% 65% 40% ACHIEVED Year 3 70% 65% 35% Year 4 (4/1/13-3/31/14) 75% 70% 45% Year 5 (4/1/14-3/31/15) 80% 75% 50% In year 3, 2 of the 3 initiatives achieved the target percentages for expenditures supporting Technical Assistance activities.; RTI-Elementary and RTI-Secondary. Both initiatives increased the number of schools who were implementing at more advanced levels and who required more technical assistance from consultants and facilitators and in training seminars rather than initial skill-building training. The MTSS Initiative did not meet the projected 40% target, but instead utilized 35% of SPDG funding for TA activities. The MTSS Initiative funding continued to be utilized to train the school administrators, teams, and school staffs in stronger tiered services, with particular focus on tiers 2 and 3 in respect to universal screening for students needing more supports, evidence based interventions, progress monitoring assessments, and systems evaluation. The MTSS Initiative expect to meet the target percentage for Year 4, 45%, because of the skill building in year 3. An additional factor to year 3 is that the MTSS Initiative identified MTSS Facilitators within each project school. The onsite MTSS Facilitator will engage in primarily TA activities to work towards a self-sustaining system. Targets for Year 4 and Year 5 for Program Goal 3 will remain as projected in the above table. See Attachment R in document upload Section C for Year 3 TA Activities.

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# U.S. Department of Education
# Grant Performance Report (ED 524B)
# Project Status Chart

**PR/Award #: H323A100009**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

4 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

In states with SPDG projects that have special education teacher retention as a goal, the statewide percentage of highly qualified special education teachers in state identified professional disciplines (e.g., teachers of children with emotional disturbance, deafness, etc.) who remain teaching after the first two years of employment.

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| Not applicable to Montana SPDG | PROGRAM | | / | | | / | |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

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# U.S. Department of Education
# Grant Performance Report (ED 524B)
# Project Status Chart

**PR/Award #: H323A100009**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

5 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

Goal 1 Objective 1.1. To develop training strategies, planning tools, and resources to guide the MTSS Initiative, a braided implementation of RTI and MBI frameworks (MTSS).

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| 1.1a. In each of the 2nd through 5th years of the grant, at least 5 documents that are training materials and/or planning tools to guide the implementation of the MTSS Initiative, that have been piloted and refined, will be available for use by MTSS Facilitators. | PROJECT | 5 | / | | 13 | / | |
| 1.1b. In each of the 3rd through 5th years of the grant, 85 percent of RTI/MBI Facilitators will report they use the MTSS materials and resources in support of schools implementing MTSS. | PROJECT | | 85 / 100 | 85 | | 78 / 100 | 78 |
| 1.1c. In each of the 3rd through 5th years of the grant, 85 percent of MTSS Facilitators using the materials and resources will report the materials are useful, relevant and clear in guiding the implementation of MTSS. | PROJECT | | 85 / 100 | 85 | | 81 / 100 | 81 |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Explanation in document uploaded to Section C; narrative is Attachment S within document

OMB No.1851-6002 Exp.07/14/2011

# U.S. Department of Education
# Grant Performance Report (ED 524B)
# Project Status Chart

**PR/Award #: H323A100009**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

6 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

Goal 1 Objective 1.2. To refine strategies and supports to implement RTI at the secondary level.

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| 1.2a. In each of the 3rd through 5th years of the grant, at least 3 documents that are training materials to prepare secondary school staff for providing tiered services for secondary students will be available for use by RTI Facilitators working with secondary schools. | PROJECT | 3 | / | | 8 | / | |
| 1.2b. In each of the 3rd through 5th years of the grant, 85 percent of RTI Facilitators working with secondary school staff will report they use identified training materials in their support of secondary schools implementing RTI. | PROJECT | | 85 / 100 | 85 | | 48 / 100 | 48 |
| 1.2c. In each of the 3rd through 5th years of the grant, 85 percent of RTI Facilitators working with secondary schools will report the training materials for secondary school staffs are useful, relevant and clear in guiding secondary schools in the implementation of RTI. | PROJECT | | 85 / 100 | 85 | | 77 / 100 | 77 |
| 1.2d. In each of the 4th and 5th years of the grant, there will be an 85 percent increase in secondary schools implementing RTI when compared to the number of secondary schools implementing RTI in year 1 of the grant, or 10 secondary schools. Request to remove this performance measure. | PROJECT | | 85 / 100 | 85 | | 460 / 100 | 460 |
| 1.2e. In each of the 3rd and 5th years of the grant, RTI-Secondary school teams will report that the knowledge and skills learned through CSPD regional trainings are useful, relevant, and clear. Year 3 establishes the baseline. By end of Year 5, trainings will be rated in all categories at 90% effectiveness. | PROJECT | | 90 / 100 | 90 | | 78 / 100 | 78 |
| 1.2f. In each of the 4th through 5th years of the grant, 85 percent of RTI-Secondary schools in the year 3 training cohort will demonstrate an improvement in student outcome data on the MontCAS, when compared to the baseline student performance MontCAS scores. Baseline will be established in Year 3. (276.1 Baseline, Year 3) | PROJECT | | / | | | / | |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Explanation in document uploaded to Section C; narrative is Attachment T within document

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# U.S. Department of Education
# Grant Performance Report (ED 524B)
# Project Status Chart

**PR/Award #: H323A100009**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

7 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

Goal 1 Objective 1.3 To develop a cadre of skilled facilitators to deliver onsite supports to schools implementing MTSS.

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| 1.3a. In each of the 2nd through 5th years of the grant, MTSS facilitators will be evaluated by MTSS School Teams and Facilitator Self-Report for proficiency in guiding the implementation of MTSS. Overall proficiency will be reported as an aggregated total for each year with a goal of facilitators being 95% proficient by the end of year 5. | PROJECT | | 95 / 100 | 95 | | 82 / 100 | 82 |
| 1.3b. In each of the 3rd through 5th years of the grant, MTSS facilitators will be evaluated for proficiency in the use of best practice coaching strategies. By the 5th year, MTSS facilitators will be evaluated at a mean proficiency level in coaching of 85%. Request to delete this measure | PROJECT | | / | | | / | |
| 1.3c. In each of the 3rd through 5th years of the grant, MTSS facilitators will use distance technology to provide support to schools implementing MTSS, as reported by MTSS facilitators. By the 5th year, 85% of MTSS facilitators will use distance technology as support for implementing schools. Request to delete this measure Redundant with 2.5.a | PROJECT | | / | | | / | |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Explanation in document uploaded to Section C; narrative is Attachment U within document

OMB No.1851-6002 Exp.07/14/2011

# U.S. Department of Education
# Grant Performance Report (ED 524B)
# Project Status Chart

**PR/Award #: H323A100009**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

8 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

Goal 1 Objective 1.4 To support school leaders to address the organizational and resource implications of integrating previous tiered programs into MTSS.

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| 1.4a. In each of the 2nd through 5th years of the grant, administrators participating in monthly webinars report the information provided is useful, relevant, and clear at an 85% rate in the organizational and resource implications of integrating a multi-tiered system of student support in their schools. | PROJECT | | 85 / 100 | 85 | | 92 / 100 | 92 |
| 1.4b. In each of the 3rd through 5th years of the grant, 85 percent of school administrators who participate in the webinars and/or networking forum will report they have gained confidence in implementing a multi-tiered system of student support in their schools. | PROJECT | | 85 / 100 | 85 | | 92 / 100 | 92 |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Explanation in document uploaded to Section C; narrative is Attachment V within document

OMB No.1851-6002 Exp.07/14/2011

# U.S. Department of Education
# Grant Performance Report (ED 524B)
# Project Status Chart

**PR/Award #: H323A100009**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

9 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

GOAL 2 Objective 2.1 To pilot the MTSS Initiative, a braided approach to integrating RtI and MBI ,within a small cadre of Montana schools.

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| 2.1a. At the end of the 1st and 4th year of the grant, 5 schools will be selected to participate in the initial training and development of the MTSS model, an integrated multi-tiered system of support. | PROJECT | 5 | / | | 6 | / | |
| 2.1b. By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at 90% implementation at Tier 1. Baseline percentage of implementation will be established in Year 2. Subsequent years will report increase in percentage of implementation. | PROJECT | | 6 / 6 | 100 | | 1 / 6 | 17 |
| 2.1c. By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at least 80% implementation at Tier 2. Baseline percentage at Tier 2 will be established in Year 3. Subsequent years will report increase of percentage of Tier 2 implementation. | PROJECT | | 6 / 6 | 100 | | 2 / 6 | 33 |
| 2.1d. By the end of year 5, 100% of the 6 MTSS pilot schools in cohort 1 will be at least 80% implementation at Tier 3. Baseline percentage at Tier 3 will be established in Year 3. Subsequent years will report increase of percentage of Tier 3 implementation. | PROJECT | | 6 / 6 | 100 | | 1 / 6 | 17 |
| 2.1e. By the end of year 5, the aggregated MTSS pilot schools in cohort 1 will demonstrate improvement in student outcome data, using the criteria of 80% of students at proficiency levels, or Tier 1. Tier 2 and 3 data will be reported in the explanation. | PROJECT | | 80 / 100 | 80 | | 68 / 100 | 68 |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Explanation in document uploaded to Section C; narrative is Attachment W within document

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# Project Status Chart

**PR/Award #: H323A100009**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

10 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

GOAL 2 Objective 2.2 To continue and refine support available to all Montana schools adopting a multi-tiered system of support for academics (RtI) or behavior (MBI)

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| 2.2a. In each of the 2nd through 5th years of the grant, at least 2 training opportunities aligned with each level of Professional Development training will be provided across Montana RtI school teams. Levels of PD are (1) awareness, (2) deeper understanding & initial implementation, (3) systematic targeted intervention, (4) fidelity of implementation and culture change. | PROJECT | 8 | / | | 166 | / | |
| 2.2b. In each of the 2nd through 5th years of the grant, 85 percent of RtI school team members participating in training workshops will report training was useful, relevant and clear in guiding their RtI implementation at the school level. | PROJECT | | 85 / 100 | 85 | | 83 / 100 | 83 |
| 2.2c. Over the 2nd through 5th years of the grant, each Montana RtI school will be evaluated for an increase in their level of implementation by the school site coach. Results are aggregated at the state level with the expectation that extent/ levels of implementation will gradually increase through the 5th year. The 2nd year establishes baseline, years 3, 4 and 5 will report increases. Request Delete: Redundant with GRPA 2.a | PROJECT | | 107 / 119 | 90 | | 77 / 119 | 65 |
| 2.2d. In each of the 2nd through 5th years of the grant, at least 2 training opportunities aligned with each level of implementation for MBI will be provided to school teams adopting a multi-tiered system of supports. | PROJECT | 8 | / | | 172 | / | |
| 2.2e. In each of the 2nd through 5th years of the grant, 85 percent of MBI school team members participating in training workshops will report training was useful, relevant and clear in guiding their MBI implementation at the school level. | PROJECT | | 85 / 100 | 85 | | 90 / 100 | 90 |
| 2.2f. In the 3rd through 5th years of the grant, each Montana MBI school will be evaluated for an increase in their level of implementation by the school. Results will be aggregated across schools with Year 3establishing a Baseline and Cohort of schools to measure progress. By the end of Year 5 the aggregated percent implemented for Year 3 Cohort MBI Schools will be 90% | PROJECT | | 90 / 100 | 90 | | 1 / 100 | 1 |
| 2.2g. | PROJECT | | 80 / 100 | 80 | | 74 / 100 | 74 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| By the 5th year of the grant, schools participating in the RTI-Elementary initiative in the 3rd year cohort will show an increase in student reading performance outcomes.Tier 1 student reading scores in the aggregate cohort year 3 will attain 80% proficiency levels. Year 3 and 4 will show progress toward the target of 80% baseline. | | | | | | | |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Explanation in document uploaded to Section C; narrative is Attachment X within document

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# Grant Performance Report (ED 524B)
# Project Status Chart

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

11 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

GOAL 2 Objective 2.3 To pilot the implementation of models to extend RtI and PBIS braided approaches to the preschool level.

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| 2.3a. By the 2nd year of the grant, Recruit and identify 5 early childhood sites to participate in the implementation of a multi-tiered system of support model â## MTSS-PreK. | PROJECT | 5 | / | | 6 | / | |
| 2.3b. During the 2nd through 5th years of the project, the MTSS PreK Leadership Team will meet at least 2 times per year to conceptualize implementation, scaling-up, and sustainability of a multi-tiered system of support at the preschool level. | PROJECT | 2 | / | | 6 | / | |
| 2.3c. At least 10 consultants will be trained by the end of the 5th year in relation to the early childhood MTSS PreK pilot sites. | PROJECT | 10 | / | | | / | |
| 2.3d. During 2nd through 5th years of the grant, at least 2 trainings per year will be provided to MTSS PreK project personnel at either the state and/or national level. | PROJECT | 2 | / | | 7 | / | |
| 2.3e. Revised. In Year 3 of the grant, percent of implementation with fidelity of MTSS-PreK components will be at 75%, in the 4th year at 85% and in the 5th year at 95%. Components are measured by the ELLCO, CLASS, BOQ-Pre-K, and IOP. | PROJECT | | 75 / 100 | 75 | | 75 / 100 | 75 |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Explanation in document uploaded to Section C; narrative is Attachment Z within document

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

12 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

Goal 2 Objective 2.4 To develop resources and options that support parent engagement in systems of academic and behavior support.

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| 2.4a. In each of the 2nd through 5th years of the grant, identify at least 5 schools with resources and interest in receiving support to create parent resources. | PROJECT | 5 | / | | 6 | / | |
| 2.4b. In each of the 3rd through 5th years of the grant, 85 percent of participating schools will adopt a range of methods to link parents to school activities. In Year 4 and 5 MTSS Schools will demonstrate an increase in parent involvement strategies as evaluated by the Family/Community Checklist. | PROJECT | | 85 / 100 | 85 | | 100 / 100 | 100 |
| 2.4c. In each of the 3rd through 5th years of the grant, 85 percent of parents responding to survey in participating schools will report satisfaction in their participation in systems of academic and behavior support. | PROJECT | | 85 / 100 | 85 | | 1 / 100 | 1 |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Explanation in document uploaded to Section C; narrative is Attachment AA within document

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

13 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

Goal 2 Objective 2.5 To use technology-based strategies to increase access to supports to implement multi-tiered systems (MTSS) of student support.

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| 2.5a. In each of the 2nd through 5th years of the grant, at least 10 consultants /facilitators will be trained to use technology-based strategies to support schools implementing multi-tiered systems of student support. | PROJECT | 10 | / | | 15 | / | |
| 2.5b. In each of the 3rd through 5th years of the grant, at least 2 types of technology-based strategies will be used in support schools implementing multi-tiered systems of support as reported by consultants/facilitators | PROJECT | 2 | / | | 7 | / | |
| 2.5c. In each of the 3rd through 5th years of the grant, at least 10 consultants/facilitators will report using technology-based strategies to provide support to schools implementing multi-tiered systems of support | PROJECT | 10 | / | | 15 | / | |
| 2.5d In each of the 3rd through 5th years of the grant, school teams participating in technology-based support will report it as useful in their implementation of multi-tiered systems of support. By Year 5, school teams will rate technology-based tools and strategies as at least 90% useful and effective. | PROJECT | | 90 / 100 | 90 | | 83 / 100 | 83 |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Explanation in document uploaded to Section C; narrative is Attachment BB within document

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# Grant Performance Report (ED 524B)
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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

14 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

Goal 3.1 Utilizing the curricular and instructional materials developed by the National Center and State Collaborative (NCSC), utilize a community of practice approach to provide awareness level information and professional development to support access to the CCSS for students with significant cognitive disabilities.

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| 1.a. During each of the remaining years of this project, at least 4 different resources will be customized to address the informational needs of Montana teachers relative to the new alternate, the evidence-based teaching materials and methods that support classroom instruction of standards-based content, materials to monitor student progress, and materials to manage student information. | PROJECT | 4 | / | | 4 | / | |
| 1.b. During each of the remaining years of this project, at least three different structured training opportunities (for credit short courses, intensive workshops available for renewal units) will be made available to teachers to support their understanding and use of NCSC materials and methods. | PROJECT | 3 | / | | | / | |
| 1.c. Among those who access awareness level training and/or professional development activities in a structured training format, 85% will rate the value, effectiveness, and clarity of the information provided as good, very good, or excellent, based on a five point evaluation rubric. | PROJECT | | 85 / 100 | 85 | | / | |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Explanation in document uploaded to Section C; narrative is Attachment CC within document

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

15 . **Project Objective** [ ] Check if this is a status update for the previous budget period.

Goal 3.2 To support the development and implementation of a new summative assessment, developed by the National Center and State Collaborative (NCSC) in Montana.

| Performance Measure | Measure Type | Quantitative Data | | | | | |
|---|---|---|---|---|---|---|---|
| | | Target | | | Actual Performance Data | | |
| | | Raw Number | Ratio | % | Raw Number | Ratio | % |
| 2.a. During years 4 and 5, gather and share usability and sustainability data required of Tier II states that are members of NCSC from at least 80% of field test participants. | PROJECT | | 80 / 100 | 80 | | / | |
| 2.b. Among teachers implementing the new alternate assessment during years 4 and 5, 95% will indicate that they have accessed training and feel prepared for test administration. | PROJECT | | 95 / 100 | 95 | | / | |

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Explanation of Progress (Include Qualitative Data and Data Collection Information)The objective above represents a revision from the original workscope. Whereas there were no concrete plans for a new alternate assessment for Montana at the time the SPDG was developed, that is no longer the case. For this reason, an objective addressing this major activity replaced one tied to the original curricular access pilot initiatives. At the present time, the best estimate is that field testing will occur in Montana during the 2014-2015 school year, with larger scale implementation the following year. That corresponds with years 4 and 5 of the SPDG. Measure a. Tier II states in the NCSC project serve the function of testing materials initially used by Tier I states in field tests. These materials will have been used and revised once, but will be evaluated by Tier II states without the external supports received by Tier I states prior to their field testing. Therefore, data from Tier II states will be important for the project as a whole to evaluate the usability and sustainability of materials. This same information will be valuable for Montana personnel overseeing this initiative to guide further professional development and policy needs specific to Montana. An 80% participation rate has been established as a performance measure for this activity. Measure b: A second performance measure has been established to measure the success of the professional development materials and training relative to the teacher?s level of preparation to administer the test. The performance measure established for this activity uses 95% as the established criterion for success.

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**SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)
Title :
File :

**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)
Title : Explanations_Attachment_MT_OPI
File : **Explanations_Attachment_MT_OPI.pdf**

**Table of Contents**

**Attachment A: Program Measure 1a, b, c Explanation**

**GRPA Program Measure 1.1a, b, c**-The Montana OPI SPDG funds are used to implement 6 initiatives. We selected 3 Initiatives to report for Program Goal 1 and Goal 3. The RTI-Elementary, RTI-Secondary, and MTSS Initiatives are actively developing programs, while the remaining 3 are exploratory in nature. Each of the 3 Initiatives developed a Professional Development (PD) evaluation rubric for purposes of reporting evidence-based PD components. A total of 17 PD Components in 5 domains were developed and then evaluated. The 5 domains are: (A) Selection, (B) Training, (C) Coaching, (D) Performance Based Assessment and (E) Facilitative Administrative Support/Systems Intervention. The evaluation of extent of implementation for each of the 17 PD components used a rating system to determine a score for each. The rating point system is: 1=Inadequate, 2=Barely Adequate, 3=Good, 4=Exemplary. Since there are a total of 17 components and a maximum score of 4 for each component, the base rate is 68 (4 x 17) by which percentages are calculated.

The table below provides a summary of PD Rubric scores for Years 2 and 3 as a basis of comparison. Notably, improvement on the PD components as outlined in our rubric has changed very little, with RTI Elementary rated the same in Year 3 as Year 2, RTI-Secondary, gaining 2 more points in Year 3, and the MTSS Initiative with a 5 point gain. Our targets were set in the Year 2 report assuming essential professional development costs would continue at anticipated levels. Unfortunately, due to unanticipated increased costs across the board, but especially in costs for travel, we were unable to channel as much funding as we would have liked towards improvements in our training goals. A major cost to professional development in Montana, because we are geographically spread out, is travel for professionals to attend regional trainings several times per year. Travel costs also increased for our consultants and facilitators. Thus, we have adjusted our goals to meet our financial limitations. This will allow us to focus on improving the training goals we have identified as a need. The newly projected targets are presented at the bottom of the table below. Targets have been realistically set given the current status of costs. To address these issues, we have developed webinar trainings for professional development and will continue these as part of our ongoing professional development plan.

In Year 3, the RTI-Secondary initiative met the goal of 81% while both the RTI-Elementary and MTSS initiatives were slightly lower, but within range of their goal for the year.

**Program Development Components of Initiatives**

Each Item is rated on a scale of 1 (lowest), 2, 3, 4 (highest) Note: PD Rubrics are attached to this report for each initiative.

| Item | DOMAINS | **RTI - Elementary** | | **RTI-Secondary** | | **MTSS** | |
|---|---|---|---|---|---|---|---|
| | | **Year 2** | **Year 3** | **Year 2** | **Year 3** | **Year 2** | **Year 3** |
| A (1) | Selection | 4 | 4 | 4 | 4 | 3 | 3 |
| A (2) | | 3 | 3 | 3 | 3 | 2 | 3 |
| A (3) | | 4 | 4 | 4 | 4 | 1 | 2 |
| B (1) | Training | 2 | 2 | 2 | 3 | 3 | 3 |
| B (2) | | 3 | 3 | 3 | 3 | 3 | 3 |
| B (3) | | 3 | 3 | 3 | 3 | 2 | 3 |
| B (4) | | 3 | 3 | 3 | 3 | 2 | 2 |
| B (5) | | 2 | 2 | 2 | 3 | 3 | 4 |
| C (1) | Coaching | 3 | 3 | 3 | 3 | 1 | 1 |
| C (2) | | 4 | 4 | 4 | 4 | 1 | 1 |
| D (1) | Performance Assessment | 3 | 3 | 3 | 3 | 2 | 3 |
| D (2) | | 3 | 3 | 3 | 3 | 3 | 3 |
| D (3) | | 4 | 4 | 4 | 4 | 3 | 3 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| D (4) | | 3 | 3 | 3 | 3 | 3 | 3 |
| D (5) | | 3 | 3 | 3 | 3 | 3 | 3 |
| E (1) | Administrative Support | 3 | 3 | 3 | 3 | 3 | 3 |
| E (2) | | 3 | 3 | 3 | 3 | 3 | 3 |
| | **Total points** | **53** | **53** | **53** | **55** | **41** | **46** |
| | **Percentage fully implemented** | **78%** | **78%** | **78%** | **81%** | **60%** | **68%** |
| Revised Targets Year 3 | | | **81%** | | **81%** | | **72%** |
| Revised Targets Year 4 | | | **85%** | | **85%** | | **80%** |
| Revised Targets Year 5 | | | **90%** | | **90%** | | **90%** |

**Attachment B:**
**RTI Elementary Initiative Worksheet – Year 3 (4/1/2012 – 3/31/2013)**
**SPDG Evidence-based Professional Development Components**
*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching Select documents) | Project's self rating April 1, 2012- March 31, 2013 |
|---|---|---|---|---|
| A(1) Selection RTI-Elem | Selection of Participant Schools – Clear expectations are provided for Professional Development (PD) participants. Schools agree to provide the necessary resources, supports and facilitative administration for the participants | Roles<br>Responsibilities<br>Other descriptions of expectations<br>Requirements for schools described; or<br>The form(s) used for these agreements is provided | The OPI selects schools based on an application process that clearly defines participation that includes provision of the necessary resources, supports and administrative participation. School team member roles and responsibilities are laid out under participation requirements in application. The training responsibilities of the OPI are also laid out in this document. Only participating schools will participate for the final 2 years of this grant as we transition to a multi-tiered system of support. Other schools may use the web-based trainings, produced through the grant, available on the RtI project website. Continuing schools are notified via official letter and commit to responsibilities laid out in the application.<br><br>*See **Attachment C**: RTI-Elementary Application and Agreement | 4 |
| A(2) Selection RTI-Elem | Selection of Trainers - Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors (Knight) | Roles<br>Responsibilities<br>Other descriptions of expectations | Trainers who are either Regional Consultants or local Facilitators are hired as short-term employees of the Montana Office of Public Instruction. State guidelines and protocols for hiring are followed—position descriptions, roles and responsibilities are described in the application*. Applications are reviewed by the State RtI Coordinator and approved by the State Special Education Coordinator and an Assistant Superintendent to ensure that each applicant has the necessary background knowledge and experience to serve as a RTI Regional Consultant or Facilitator. Expectations for serving as a trainer are those provided by Knight**.<br><br>*See **Attachment D:** OPI RTI trainer application<br>**See **Attachment E:** Knight strategies Expectations for Consultants and Facilitators | 3 |
| A(3) Selection RTI-Elem | Selection of Leadership Teams School Level – Roles and expectations for team members clearly provided | Role of each team member<br>Responsibilities of each team member<br>Background knowledge | The OPI provides guidance to participant school Administrators in the Application and Agreement* as to the roles and responsibilities for Leadership Team Members. In the same document, suggestions of specific representatives across the school are made with descriptions of necessary background knowledge for serving on the Leadership Team. Administrators are encouraged | 4 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching Select documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| | | of each team member | to consult with the State RtI Coordinator with questions about team selection.<br><br>*See **Attachment C:** RTI-Elementary Application and Agreement | |
| B(1) Training RTI-Elem | Accountability for delivery and quality monitoring of training is clear (e.g. lead person designated and supported) | Role/job descriptions provided<br>Expectations for roles provided<br>Clear organizational hierarchy established. | The Montana state RtI Coordinator is a 1.0 full-time equivalent position who, with the SPDG State Director oversees the work of the Regional Consultants. Regional Consultants directly oversee the school level facilitators on site. Schools understand that they may contact their Regional Consultant or the State RtI Coordinator with concerns. Quality of training is monitored not only through supervision, but also the State RtI Coordinator observes Regional Consultant trainers each year and provides written feedback on training delivery and content. Schools also evaluate the trainings using Guskey's levels. These evaluations are reviewed by the State RtI Coordinator. Issues brought forth in the evaluations are discussed and trainings modified if necessary. | 2 |
| B(2) Training RTI-Elem | Adult learning principles used throughout training and consultative follow-up (TA activities). (Knight) NIRN | The OPI adopted Knight's Expectations for training that provides a clear description of effective learning strategies. (Knight)<br>Trainings imbedded with adult learning principle strategies.<br>Trainers modeled for use of strategies. | Sequenced trainings* are manualized and have adult learning principals as identified by NIRN and Knight's effective coaching principles and strategies** imbedded in the content and activities. These strategies include categories of identify, explain, model, observe, explore, and refine (provide feedback). Facilitators are required to attend 4 training sessions and shadow their respective Regional Consultant before being deemed ready to be a facilitator. Regional Consultants monitor new Facilitators for successful delivery of training that includes adult learning principle strategies. Regional Consultants provide verbal formative performance feedback to Facilitators to further refine training delivery.<br><br>*See RTI Training modules included on this link: http://opi.mt.gov/Programs/SchoolPrograms/Rti/Implementing.html<br><br>**See **Attachment E:** Coaching/Training Expectations and Strategies (Knight) | 3 |
| B(3) Training RTI-Elem | Training is used to develop background knowledge and skills. (Knight) | Describes how training is skill-based<br>Participant behavior rehearsals to criterion with an expert observing<br>Observation and feedback is used to increase in the | Trainings provided to School Leadership Teams are designed to develop background knowledge and specific skill building. Participants are expected to learn and demonstrate skills such as the ability to: screen all students three times per year, to use screening data to sort students into appropriate academic support tiers, use progress monitoring measures correctly; analyze progress monitoring data to group students according to learning needs; identify needs and apply appropriate intervention strategies; to adjust | 3 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching Select documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| | | skills of the participants.<br>Track use of skills. | instruction over time in accordance with progress monitoring data to improve student learning outcomes. Facilitators are observed by their respective Regional Consultant to ensure skills are learned to criterion and knowledge gained in training. A survey is being developed to provide specific written feedback.<br>Plans are in place to track the participants' use of new skills | |
| B(4) Training RTI-Elem | Training outcomes are self-evaluations and analyzed post training to guide action plan for skill development and/or implementation. (NIRN) | Describes how these data are used to make appropriate changes to the training and to provide further supports through coaching | Post trainings, school teams self-evaluate with their Facilitator the school's need for further skill development or implementation plans through a "Next Steps" rubric* which helps teams develop action plans. The action plans are reviewed by the Regional Consultants. Trainer observations are also utilized to provide feedback and inform continued trainings.<br>School teams complete the RTI Implementation Survey** to self-evaluate skill and implementation growth in the 8 essential components and relevant skills on a year to year basis.<br><br>*See **Attachment F:** "Next Steps" Rubric<br>**See Link to RTI implementation survey:<br>https://sites.google.com/a/rocketrob.com/opi-rti-implementation/home | 3 |
| B(5) Training RTI-Elem | Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings (NIRN) | Describes how participant feedback is used to improve trainer skills and revise the training content<br>Describes how fidelity measures are collected and analyzed related to training.)<br>Describes how fidelity measures are used to work with trainers (NIRN) | RtI Training Modules are manualized to ensure consistency in training across Facilitators and Regional Consultants. New Facilitators are brought into the process as observers. They shadow their regional consultant until they are deemed proficient by the consultant. Then they may facilitate their own schools. Facilitators receive 4 days of training per year focused on content and coaching skills. Their needs in these areas are determined through informal surveys following each of the trainings. This year we identified technology trainings as a need. In addition, when Facilitators train, participants evaluate each training and these data are used to evaluate effectiveness as well as for training content/delivery improvement.<br>Training checklists are used to ensure fidelity analyzed to provide feedback on the consistency of trainings and to ensure that the trainings are implemented as planned. | 2 |
| C(1) Coaching RTI-Elem | Accountability for development and monitoring of quality and timeliness of | Provides a description of responsibilities for the person in charge of coaching and who this | The OPI's certified coaching trainer provided a training in the fall of 2012 as described and certified by the Knight program, This coaching trainer is scheduled for 2 skills-based trainings on coaching strategies for our Facilitators. Facilitators have implemented technology-based coaching through the use of | |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching Select documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| | coaching services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (Knight) (NIRN) | person is.<br>Description of how implementation and outcomes data are used to modify coaching strategies.<br>Description of supports that are provided to Facilitator coaches as a result of having these data. | Google Hang-out. School teams will assess Facilitator coaching effectiveness and provide feedback through a coaching survey currently in development with items related to specific coaching strategies (Knight). These data will be used for coaching feedback on quality and timeliness of coaching services as well as for further development and/or needs for coaching skill development through training. | 3 |
| C(2) Coaching RTI-Elem | Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling.<br>(NIRN) | Describes the coaching strategies used and their appropriateness for use with adults (i.e., evidence provided for coaching strategies).<br>(Knight)<br>Describes how coaches monitor implementation progress<br>Describe how coaches help sustain continuous improvement. | Facilitators incorporate adult learning principals into training materials, as described earlier since trainings have been manualized. Facilitators regularly model the practices that the practitioners are expected to use. They also discuss challenges the practitioner is facing in implementing the practices. They also ask the practitioners to evaluate their implementation of the practices through rubrics, a yearly survey, and self-assessments.<br><br>The facilitators meet regularly with the principals of the schools they work in. They use this time to discuss barriers to implementation, including teachers' perceptions of factors undermining their abilities to achieve valued student learning outcomes. Facilitators help schools sustain continuous improvement through regular rubric assessments, our RTI implementation checklist and tracking of the schools' next steps (see B-4) | 4 |
| D(1) Performance Assessment (Data-based Decision Making)<br><br>RTI-Elem | Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and supported) (NIRN) | Describe how fidelity measures are collected and compared with outcomes to ensure successful implementation of the RTI process and of intervention and instruction. These data are available on a regular basis and are | The Leadership Team is responsible for facilitating effective implementation at their school. Implementation rubrics, a yearly implementation survey, and self-assessment forms provided by Facilitators assists schools in evaluating implementation process fidelity. Schools are coached on how to ensure that they are achieving fidelity in their instruction and interventions through support on content and delivery models, observations (peer and administrative), refinements and repetition. Student screening and progress monitoring data are analyzed by using problem solving methods for teacher input and are utilized to improve implementation activities on a regular basis. Implementing schools have grade level teams that meet weekly to discuss implementation barriers and strategies for improving student outcomes. | 3 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching Select documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| | | used for decision-making (NIRN) | | |
| D(2) Performance Assessment RTI-Elem | Data are used to make decisions at all education levels (SEA, regional, LEA, school) | Describe feedback system for decision-making to ensure continuous academic and behavioral growth for all students. | Implementation teams at the school level collect and analyze academic (and behavioral) data related to perceived barriers. Schools use these data to make educational decisions about individual students, about grade level and school wide instructional delivery, and ways to improve instructional delivery. Schools share their academic data with the state through submission of their thrice-yearly benchmarking data. The full performance feedback loop has not yet been completed as the State data base is currently being developed to analyze initiative school data on a statewide basis. The state evaluator will look for and report on data trends for the RTI-Elementary Initiative. This information will be provided to participating schools. All data will be used to make decisions on effectiveness, needs for further refinement or changes to methods. | 3 |
| D(3) Performance Assessment RTI-Elem | Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN) | Describe the following How schools plan for proactive staff orientation to the process and procedures for data-based decision making and problem solving through data sharing. Use of multiple sources of information to guide improvement and demonstrate its impact. | Participating RTI-Elementary schools are required to use the 8 Essential Components of our initiative to determine whether or not they are making adequate progress. They are introduced to and provided skills-based training on each component of the initiative. Ongoing support includes job embedded professional development and coaching to ensure implementation fidelity. An implementation survey measures schools for continuous improvement in using the 8 components. Each level of RtI training has a module dedicated to teaming and consensus building. Schools are provided with tools, ideas on how to bring about staff consensus through the RtI process. Facilitators coach schools on how to use data in the decision-making process and how to share out the data to increase stakeholders buy-in. The full performance feedback loop has not yet been completed as the State data base is currently being developed to analyze initiative school data on a statewide basis. The state evaluator will look for and report on data trends for the RTI-Elementary Initiative. This information will be provided to participating schools. | 4 |
| D(4) Performance Assessment RTI-Elem | Implementation Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes. (NIRN) | Describe how self-evaluation and fidelity data over time informs modifications to implementation drivers (e.g. how can Selection, Training, and Coaching | Schools move through 5 stages of implementation benchmarks and are tracked with a yearly survey. The RTI Implementation Survey* is used to evaluate if benchmarks have been achieved and to help guide us on the areas in which schools need support. As schools check their fidelity to different areas in our essential RtI component requirements (through survey and various other training tools), we evaluate the areas that need more focus on for training and coaching support. Schools then formulate their next steps with their information | 3 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching Select documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| | | better support high fidelity) (NIRN)<br>Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.<br>Describe positive recognition processes in place for participation | in mind and we formulate our trainings and coaching to be responsive to the schools' identified needs. Student data is collected at the state level and is in the process of being disaggregated to help evaluate successful attainment of school Implementation Goals and benchmarks.<br>Schools' implementation gains are celebrated at all levels but formally acknowledged when the schools reach sustaining status.<br>Last year 6 schools attended our sustaining school summit, where they received recognition, awards, and were able to share out information they had gleaned from trainings they paid for with their mini-grant awards. We anticipate X schools attending this year.<br><br>*See Link to RTI implementation survey:<br>https://sites.google.com/a/rocketrob.com/opi-rti-implementation/home | |
| D(5) Performance Assessment RTI-Elem | Participants are instructed in how to provide data to the SPDG Project (Guskey) | Procedures described for data collection<br>Guidance provided to schools shared | Guidance for reporting data to the SPDG project are provided to Facilitators through the Project Coordinator and the SPDG evaluator TA and written documents (Evaluations using Guskey's levels). Those responsible for the data are given a number and e-mail for help with data collection. E-mail reminders regarding submission of SPDG report data are sent on a regular basis. | 3 |
| E(1) Facilitative Administrative Support / Systems Intervention RTI-Elem | Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation | Administrator (Principal) role and responsibilities description relative to program implementation provided.<br>Describe how steps are taken by the Administrator to meet PD participants' needs | Principals are provided with their role, responsibilities and expectations in the RTI-Elementary Application. These expectations include their attendance at all trainings where they are trained to utilize specific administrative processes via training modules specifically targeted toward leadership skills and roles. The expectations of Facilitators are outlined in their job descriptions and are partially reiterated in the training manual and project applications. Principals and school board chairs are expected to fully support implementation of RtI as indicated by signing the application agreement. In the fall of 2012, principals received specific leadership training at a Leadership Seminar geared toward their role as instructional leaders in the RtI process. (See Item A1)<br>Principals receive further support by engaging in Consultant-led Administrative training strands for the purpose of sharing implementation information and strategies with other administrators. | 3 |
| E(2) Facilitative Administrative Support / | Leadership analyzes feedback from staff and makes changes to alleviate barriers and | Leadership analyzes feedback from staff and makes changes to alleviate barriers and | Leadership teams, including Principals, are trained on how to use data-based decision making processes to identify potential barriers and problem solve solutions. Teams are encouraged to use the examples of other similarly challenged schools to surmount barriers. Teams are encouraged to use all | 3 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching Select documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| Systems Intervention RTI-Elem | facilitate implementation, including revising policies and procedures to support new way of work. | facilitate implementation, including revising policies and procedures to support new way of work. | resources at their disposal to address their identified barriers. National, local, and regional resources for problem solving are presented during trainings. Schools utilize data to monitor student progress toward benchmark goals. Administrators use student data and problem solving discussions to make decisions about whether school policies or procedures may need to be revised to support greater success (e.g. policy on team meeting times). | |

**Attachment C: RtI Elementary School Application**

TO: Montana Elementary Schools

FROM: Amy Friez

SUBJECT: 2012-2013 Elementary Montana Response to Intervention (RTI)/Multi-Tiered Systems of Supports (MTSS) Project Application

DATE: March 2012

We would like to invite your school to apply for the state Response to Intervention (RTI)/Multi-Tiered System of Supports (MTSS) Project and take part in the technical assistance and support provided by the OPI for the 2012-2013 school year. **Please review the enclosed application packet carefully.** If your school is interested in participating in the Montana RTI Project, please complete the enclosed application form and return to:

Amy Friez
Office of Public Instruction
Division of Special Education
PO Box 202501
Helena, Montana 59620-2501

If you are selected to participate in the project (school participation will be limited by region on a first come-first served basis) your site will receive paid RTI/MTSS training and travel expenses. We look forward to sharing this school improvement process with you and your staff.

For a description of, and information about, Montana RTI/MTSS, please review the RTI/MTSS Framework document at:

**opi**.mt.gov/pub/**RTI/Framework/RTIFramework**GUIDE.pdf

For additional information or questions regarding the application process, please contact:

Amy Friez
afriez@mt.gov
406-444-0923

Enclosures:

- 2012-2013 Montana RTI/MTSS Program Application
- RTI Levels of Implementation
- RTI Levels of Implementation Form Web Link (required for all applicants):

https://spreadsheets.google.com/a/teameureka.net/viewform?formkey=dEh5WDAwSlkxREIwNXd3UWw1TnhrLWc6MA

# Montana Response to Intervention (RTI)/Multi-Tiered Systems of Support (MTSS)

# ELEMENTARY PROJECT APPLICATION 2012-2013

***This application is intended for those elementary schools that were not previously involved with RTI in School Year 2011-2012.***

Denise Juneau, Superintendent • Montana Office of Public Instruction • www.opi.mt.gov

opi.mt.gov

Montana
**Office of Public Instruction**
Denise Juneau, State Superintendent

opi.mt.gov

# Montana RTI/MTSS Program Application—2012-2013

## Benefits of Participation

- Your school will receive **a maximum of 5 years of RTI/MTSS trainings** provided by state, local, and nationally recognized specialists;
- **School District will be reimbursed for up to six members** of your RTI/MTSS team to and from state RTI/MTSS trainings (including meals -unless you are in the host district, 2 cars, and for schools traveling more than 60 miles one-way, 3 hotel rooms);
- Collaboration with OPI personnel and facilitators through training and on-site visits (minimum of 2 visits during the school year) to help guide RTI/MTSS implementation, assist with problem solving, and provide ongoing professional development;
- Access to RTI/MTSS resources and materials; and
- Opportunities to network, problem solve, share successes, resources, and strategies with other schools implementing RTI/MTSS throughout the state.

## Participation Requirements

**Consensus and Strong leadership are essential components for successful RTI/MTSS implementation.** Therefore, the building principal and district superintendent must initial next to each of the following requirements in order to participate in the RTI/MTSS Program for the 2012-2013 school year. By initialing these requirements the school is agreeing to implement the essential components of RTI/MTSS.

| **Principal** | **Superintendent** | ***ESSENTIAL COMPONENTS*** |
|---|---|---|

**Collaborative Teaming and Strong Leadership**

_____ _____ 1. Form a school RTI/MTSS Team of no more than six people, including the principal, to attend trainings. **The building principal is required to attend all RTI/MTSS Team training. Your team members should remain the same throughout the school year** for continuity of training and relationship building.

_____ _____ 2. Conduct school RTI/MTSS Team meetings at least once per month.

**Evidence-based Curriculum and Instruction**

_____ _____ 3. Implement an evidence-based core reading/literacy and math program at all grade levels.

_____ _____ 4. Implement evidence-based intervention programs and strategies.

_____ _____ 5. Commit time and resources to ensure that high-quality academic and behavioral instruction is taking place.

**Ongoing Assessment**

_____ _____ 6. Establish universal screening, diagnostic, progress monitoring, and outcome assessment procedures to collect data. Analyze this data regularly to make informed, data-based instructional decisions.

_____ _____ 7. Commit to administering **AIM's web or DIBELS benchmark screening probes three times per year** (fall, winter, spring) for all students within the grade levels identified for project participation during the following **benchmark collection time frames**: **Fall-September 10-28, 2012; Winter-January 7-25, 2013; Spring-May 6-24, 2013.**

**Principal Superintendent** ***ESSENTIAL COMPONENTS***

_____ _____ 8. Enter data from these probes into the AIM's web or DIBELS data management systems electronically.

_____ _____ 9. Agree to use DIBELS recommendations as outlined in the Benchmark Goals Attachment when reporting screening data to the OPI in order to have equal comparisons. https://dibels.uoregon.edu/benchmark.php

_____ _____ 10. Add an OPI representative as a user in your data management system so we have access to raw screening data within the grade levels identified for project participation. This data will provide the information needed for the federal grant that funds this project and will help us identify areas of need for future training.

_____ _____ 11.Administer an **RTI/MTSS Implementation Survey** of all staff two times per year during **fall and spring**. This information will provide the data

needed for the grant that funds this project and it will also help identify future training needs.

**Training and Professional Development**

_____ _____ 12. Participate in RTI/MTSS Team trainings in your region:

**Total Required Training Days per School Year by Implementation Level (see page 4): (training dates and topics will be established and distributed prior to May 30, 2012 )**

**Exploring (A and B levels) 6 days** of training specific to this level.
The CSPD regions will offer related supplemental trainings; participation is at district discretion and cost. Sites must commit to 2 required on site visits

**Implementing (A and B levels) 4 days** of training specific to this level.
The CSPD regions will offer related supplemental trainings; participation is at district discretion and cost. Sites must commit to 2 required on site visits

**Sustaining (**the declaration of sustaining will be validated by an on-site review)
**One day** of specific training in Helena**. Additionally, sustaining districts will submit an individual site plan for specific MTSS-related professional development they require. The state will award funding for high-quality, relevant site plans (up to $2,000.00); follow-up documentation will be required.** The CSPD regions will offer related supplemental trainings; participation is at district discretion and cost. Sites must commit to three required on-site visits (which include one for the validation of sustaining status).

_____ _____ 13. Collaborate and communicate with state RTI/MTSS consultants, facilitators and OPI representatives on RTI/MTSS implementation.

_____ _____ 14. Institute ongoing professional development for **all** school staff in effective instruction, assessment processes, collaborative teaming, problem-solving, and other RTI/MTSS processes.

**Data-based Decision Making**

_____ _____ 15. Establish data-based decision-making teams (e.g., Grade-Level Teams, Data Teams, etc.) to collaboratively problem-solve student learning and behavior difficulties.

_____ _____ 16. Allocate **regularly scheduled** times for these teams to meet.

**Principal Superintendent** ***ESSENTIAL COMPONENTS***

**Community and Family Involvement**

_____ _____ 17. Promote community and family awareness of, and involvement in, the implementation of the RTI/MTSS framework at the school and district levels.

**Fidelity of Implementation**

_____ _____ 18. Commit to the ongoing development of practices and procedures that will ensure the fidelity of RTI/MTSS implementation (curriculum, instruction, assessment, collaborative teaming, and data-based decision making). **Implementing and sustaining schools must demonstrate fidelity to evidence-based instructional practices and materials.**

**Documenting Present Level of RTI/MTSS Implementation**

What is the present level of RTI/MTSS implementation at your site?

**Present RTI/MTSs Level of Implementation is determined by completing the form provided at this link:**

https://spreadsheets.google.com/a/teameureka.net/viewform?formkey=dEh5WDAwSlkxREIwNXd3UWw1TnhrLWc6MA ***This is the 2011 link; this will be updated to the 2012 link by March 15.***

**(To complete the form cut and paste the link into your browser and follow the directions)**

**Completion of this form is an application requirement and must be done before checking site level of implementation. Your level will be provided for you electronically when you have completed the form. Each school must provide documentation of at least one level of growth per year in order to continue with the training.**

**Please contact Mary (Cass) Rocco at 406-847-2236 or 406-291-0500 if you have questions regarding this on-line form.**

**Please fill in your level as assigned by the survey below**

**____ Exploring ____ A or ____B**

**____ Implementing ____ A or ____B**

**____ Sustaining**

Enter projected enrollment for the grade levels which will be targeted for RTI/MTSS implementation during the 2012-2013 school year:

| Grade Level | Number Students | Number Teachers/Classrooms |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Please answer the following questions based on the grades you have identified above as those being targeted for RTI/MTSS implementation for the 2012-2013 school year.

A. Universal screening measure your school is using for Benchmark assessments (AIM's web *or* DIBELS)?

B. Name of Reading/Literacy Core Program: Year

Name of Math Core Program: Year

## RTI/MTSS Team Members

**Team members should remain the same throughout the school year.**

**Principal (required)**

Phone

E-mail

**Additional RTI/MTSS Team Members**

| | |
|---|---|
| Name | Position |
| Name | Position |
| Name | Position |
| Name | Position |
| Name | Position |

CONTACT INFORMATION FOR OPI/RTI CONSULTANT/RTI FACILITATORS

| | |
|---|---|
| School Building: | District: |
| Principal: | Telephone: |
| Principal e-mail address: | |
| RTI/MTSS Leadership Team Administrative designee: | |
| Telephone: | |
| Leadership Team Administrative designee's e-mail address: | |

# Montana Response to Intervention/ Multi-Tiered System of Supports (RTI/MTSS) Program Administrative Signatures

By signing below you confirm having read and understood this application and agree to the participation requirements acknowledged above.

_____

Typed Name of School Building Principal (required)

_____

Signature Date

_____

Typed Name of Superintendent (required)

_____

Signature Date

Please complete this application on or before **April 15, 2012 (deadline)**

Please fax or mail this signatory sheet on the same date that you submit the form

Mail or fax to:

Amy Friez

Montana Office Of Public Instruction

PO Box 202501

Helena, MT 59620-2501

Fax No: 406-444-3924

# RTI/MTSS Levels of Implementation

**EXPLORING – Awareness and First Steps**

**Level A**

- School is committed with funding and time
- Leadership is committed and participating

**Level B (all of the above and)**

- RTI/MTSS Team is in place and scheduled to hold regular meetings
- Curriculum inventory of programs and materials is currently available in building and has been analyzed and vertically aligned
- Research-based core and evidence-based interventions available and some used
- School may or may not have received basic RTI/MTSS training
- Students have been identified as benchmark, strategic, or intensive through a universal screener administered three times annually (elementary)

**Trainings**

**Motivational Speaker, Introductory Workshop, Delivery of Essential Components**

---

**IMPLEMENTING - Deeper Understanding**

**Level A Initial Implementation**

- Benchmark data collection system in place
- RTI/MTSS team and grade levels analyze school data regularly
- Diagnostic testing is occurring at every grade level
- Parents, community, and school board members have been given information about the RTI/MTSS process
- School has decided on instructional expectations (fidelity to the core and supplemental intervention programs)
- A continuum of interventions or school-wide intervention plan has been created
- School-wide consensus building activities are ongoing

**Level B Systematic Targeted Implementation (all of the above and…)**

- Progress monitoring is driving instructional practices
- Problem-solving team meetings (for student and system ) are established and scheduled meetings occur regularly throughout the school year
- School developing procedures for data distribution, system assessment, and fidelity support
- Grade-level teams are regularly scheduled and work with data and leadership teams
- An action plan (next steps) is created and being addressed

- Staff consensus and support for RTI/MTSS Implementation is 75 percent or more
- Instructional walk-throughs are being utilized

**Trainings**

**Practice, Institutes, Professional-learning groups, trainings, Webinars, On-line threaded discussions, consulting, instructional coaching, personnel, team planning and problem solving**

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**SUSTAINING - Fidelity of Implementation and a Culture of Commitment to ongoing School Improvement**

- Action plans are created and monitored
- Consensus and support for RTI/MTSS School Improvement 80 percent or more
- A system is in place to support new staff members
- Evaluation procedures assess systemic RTI/MTSS
- All eight components are fully implemented, documentation and evidence clear
- Refining existing programs through a program review process
- RTI/MTSS process is written into the School Handbook, SPED program narratives, Five-Year Plan, School Policies and Procedures
- Protocols/Pathways are fully developed (periodically revised) and clearly communicated for teams and grade-level meetings and full staff, data collection and analysis, instructional delivery, fidelity checks, problem-solving procedures, walk-throughs, etc.
- On-site evidence exists supporting all of these practices

**Trainings that target capacity building: consultation, direct observations, self-reflection and self-assessment, teacher interviews, training the trainer/coaching.**

**Attachment D:RtI Trainer Application**

| Montana Office of Public Instruction Denise Juneau, State Superintendent opi.mt.gov | **Montana RTI/MTSS Regional Consultant & Facilitator Application** |
|---|---|

Name: _____Date: _____

Mailing Address: _____
PO Box or Street City State Zip Code

E-mail Address: _____

Phone Numbers: _____ _____
Cell Home

I would like to be considered for a RTI Regional Consultant/Facilitator position. (Please circle one).

Yes Not at this time

If yes, I would like to be considered for the following region: (see attached regional map.)

Region I Region II

Region III Region IV Region V

Please briefly tell about your RTI leadership experience(s).

References (if not part of your resume):

| | | | |
|---|---|---|---|
| Name: | | Position: | |
| Phone Numbers: | Cell | Work | Home |
| e-mail address: | | | |

| | | | |
|---|---|---|---|
| Name: | | Position: | |
| Phone Numbers: | Cell | Work | Home |
| e-mail address: | | | |

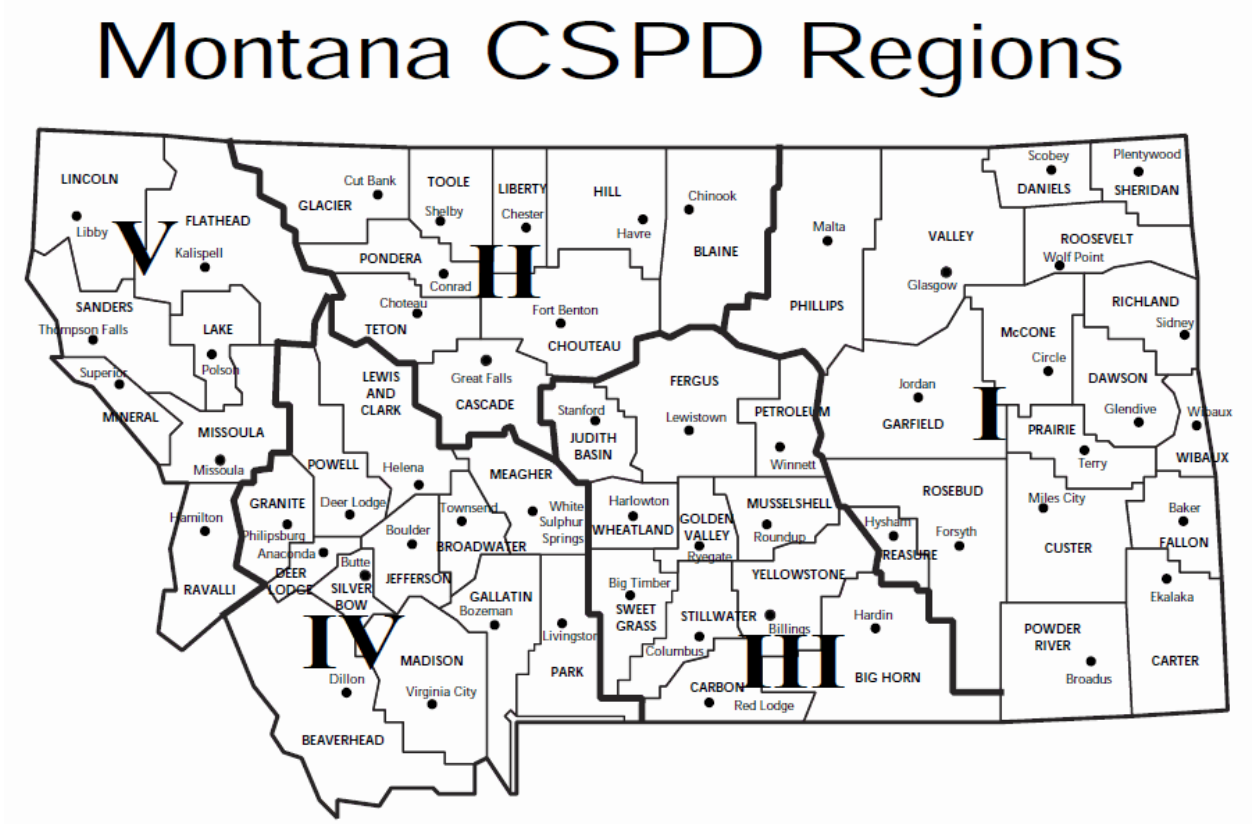
| | | | |
|---|---|---|---|
| Name: | | Position: | |
| Phone Numbers: | Cell | Work | Home |
| e-mail address: | | | |

Please return to:

Amy Friez
RtI Coordinator
Montana Office of Public Instruction

PO Box 202501
Helena, MT 59620
(406)444-0923
Fax (406) 444-3924
afriez@mt.gov

# Montana CSPD Regions



**Attachment E: Coaching/Training Expectations & Strategies (Knight)**

Excerpted from:
Knight, J. (2011). *Unmistakable Impact*. pp. 27-28. Thousand Oaks, CA: Corwin Press

*The partnership approach embodies all of the above ideas expressed in seven simple principles: (1) equality, (2) choice, (3) voice, (4) reflection, (5) dialogue, (6) praxis, and (7) reciprocity. These principles represent the theory that underlies professional learning in Impact Schools. I use the term theory here as it is defined in the Oxford English Dictionary, a 'systematic conception or statement of the principles of something.' Further, William Isaacs has described the important role that theory can play in shaping our action:*

> *When we undertake any task, like run a meeting, negotiate an agreement, discipline a child—even meditate—we operate from a set of taken-for-granted rules or ideas of how to be effective. Understanding these tacit rules is what I mean by theory. The word theory comes from the same roots as the word theater, which means simply 'to see.' A theory is a way of seeing…Without a theory, however—some way to assess what is happening—we shall be forever doomed to operate blindly, subject to chance. (1999, p. 73)*

**Attachment F: Next Steps Rubric**

## Planning Next Steps to Implementing RTI

**Work with your school team.** **School Name:_____**

Review the Action Plan that you have been working on over the last two training days in respect to specific skills and processes.

---

Identify three (3) action items as "next steps" for your school towards implementation of RTI.

Action 1:

Action 2:

Action 3:

_____

Decide if each action is:

a. something you already know how to do and will do
b. something you need more information about before you can take action
c. something for which you need training before you can take action

Action 1: a b c d (other): explain:_____

Action 2: a b c d (other): explain:_____

Action 3: a b c d (other): explain:_____

---

Set a *realistic* deadline date for completion of each action:

Action 1: We anticipate this will be completed by (date)_____

Action 2: We anticipate this will be completed by (date)_____

Action 3: We anticipate this will be completed by (date)_____

**Attachment G:**
**RTI Secondary Initiative Worksheet – Year 3 (4/1/2012 – 3/31/2013)**
**SPDG Evidence-based Professional Development Components**
*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching Select documents) | Project's self rating April 1, 2012- March 31, 2013 |
|---|---|---|---|---|
| A(1) Selection RTI-Sec | Selection of Participant Schools – Clear expectations are provided for Professional Development (PD) participants. Schools agree to provide the necessary resources, supports and facilitative administration for the participants | Roles<br>Responsibilities<br>Other descriptions of expectations<br>Requirements for schools described; or<br>The form(s) used for these agreements is provided | The OPI selects schools based on an application process that clearly defines participation that includes provision of the necessary resources, supports and administrative participation. School team member roles and responsibilities are laid out under participation requirements in application. The training responsibilities of the OPI are also laid out in this document. Applications are distributed to all Montana schools. Interested schools complete, sign and return the applications which are then reviewed by the State RtI Coordinator and Regional Consultants. Selected schools are notified via official letter and commit to responsibilities laid out in the application.<br><br>*See **Attachment H:** RTI-Secondary Application and Agreement | 4 |
| A(2) Selection RTI-Sec | Selection of Trainers - Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors (Knight) | Roles<br>Responsibilities<br>Other descriptions of expectations | Trainers who are either Regional Consultants or local Facilitators are hired as short-term employees of the Montana Office of Public Instruction. State guidelines and protocols for hiring are followed—position descriptions, roles and responsibilities are described in the application*. Applications are reviewed by the State RtI Coordinator and approved by the State Special Education Coordinator and an Assistant Superintendent to ensure that each applicant has the necessary background knowledge and experience to serve as a RTI Regional Consultant or Facilitator. Coaching expectations for serving as a trainer are those provided by Knight**.<br><br>*See **Attachment D:** OPI RTI trainer application<br>**See **Attachment E:** Knight strategies) Expectations for Consultants and Facilitators | 3 |
| A(3) Selection RTI-Sec | Selection of Leadership Teams School Level – Roles and expectations for team members clearly provided | Role of each team member<br>Responsibilities of each team member<br>Background knowledge | The OPI provides guidance to participant school Administrators in the Application and Agreement* as to the roles and responsibilities for Leadership Team Members. In the same document, suggestions of specific representatives across the school are made with descriptions of necessary background knowledge for serving on the Leadership Team. Administrators are encouraged | 4 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching Select documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| | | of each team member | to consult with the State RtI Coordinator with questions about team selection.<br><br>*See **Attachment H:** RTI-Secondary Application and Agreement | |
| B(1) Training RTI-Sec | Accountability for delivery and quality monitoring of training is clear (e.g. lead person designated and supported) | Role/job descriptions provided<br>Expectations for roles provided<br>Clear organizational hierarchy established. | The Montana state RtI Coordinator is a 1.0 full-time equivalent position who, with the SPDG State Director oversees the work of the Regional Consultants. Regional Consultants directly oversee the school level Facilitators on site. Schools understand that they may contact their Regional Consultant or the State RtI Coordinator with concerns. Quality of training is monitored not only through supervision, but also the State RtI Coordinator observes Regional Consultant trainers each year and provides written feedback on training delivery and content. Schools also evaluate the trainings using Guskey's levels. These evaluations are reviewed by the State RtI Coordinator. Issues brought forth in the evaluations are discussed and trainings modified if necessary Many trainings are provided via webinars and recorded. These are used for feedback to presenters. | 3 |
| B(2) Training RTI-Sec | Adult learning principles used throughout training and consultative follow-up (TA activities). (Knight) NIRN | The OPI adopted Knight's Expectations for training that provides a clear description of effective learning strategies. (Knight)<br>Trainings imbedded with adult learning principle strategies.<br>Trainers modeled for use of strategies. | Sequenced trainings* are manualized and have adult learning principals as identified by NIRN and Knight's adult effective coaching principles and strategies** imbedded in the content and activities. These strategies include categories of identify, explain, model, observe, explore, and refine (provide feedback). Facilitators are required to attend 4 training sessions and shadow their respective Regional Consultant before being deemed ready to be a facilitator. Regional Consultants monitor new Facilitators for successful delivery of training that includes adult learning principle strategies. Regional Consultants provide verbal formative performance feedback to Facilitators to further refine training delivery.<br><br>*See **Attachment I:** list of RTI Training Modules manual<br>**See **Attachment E:** Coaching/Training Expectations and Strategies (Knight) | 3 |
| B(3) Training RTI-Sec | Training is used to develop background knowledge and skills. (Knight) | Describes how training is skill-based<br>Participant behavior rehearsals to criterion with an expert observing<br>Observation and feedback are used to increase the | Trainings provided to School Leadership Teams are designed to develop background knowledge and specific skill building. Participants are expected to learn and demonstrate skills such as the ability to: screen all students three times per year, to use screening data to sort students into appropriate academic support tiers, use progress monitoring measures correctly; analyze progress monitoring data to group students according to learning needs; identify needs and apply appropriate intervention strategies; to adjust instruction over time in | 3 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching Select documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| | | skills of the participants.<br>Track use of skills. | accordance with progress monitoring data to improve student learning outcomes. Facilitators are observed by their respective Regional Consultant to ensure skills are learned to criterion and knowledge gained in training. A survey is being developed to provide specific written feedback.<br>Plans are in place to track the participants' use of new skills | |
| B(4) Training RTI-Sec | Training outcome self-evaluations are analyzed post training to guide action plan for skill development and/or implementation. (NIRN) | Describes how these data are used to make appropriate changes to the training and to provide further supports through coaching | Post trainings, school teams self-evaluate with their Facilitator the school's need for further skill development or implementation plans through a "Next Steps" rubric* which helps teams develop action plans. The action plans are reviewed by the Regional Consultants. Trainer observations are also utilized to provide feedback and inform continued trainings.<br>School teams complete the RTI Implementation Survey** to self-evaluate skill and implementation growth in the 8 essential components and relevant skills on a year to year basis.<br><br>*See **Attachment F:** "Next Steps" Rubric<br>**See link to the RTI Implementation Survey:<br>https://sites.google.com/a/rocketrob.com/opi-rti-implementation/home | 3 |
| B(5) Training RTI-Sec | Trainers are trained, coached, and observed. Data are used to improve trainer skills and the content of trainings (NIRN) | Describes how participant feedback is used to improve trainer skills and revise the training content<br>Describes how fidelity measures are collected and analyzed related to training.)<br>Describes how fidelity measures are used to work with trainers (NIRN) | RtI Training Modules are manualized to ensure consistency in training across Facilitators and Regional Consultants. New Facilitators are brought into the process as observers. They shadow their regional consultant until they are deemed proficient by the consultant. Then they may facilitate their own schools. Facilitators receive 4 days of training per year focused on content and coaching skills. Their needs in these areas are determined through informal surveys following each of the trainings. This year we identified technology trainings as a need. In addition, when Facilitators train, participants evaluate each training and these data are used to evaluate effectiveness as well as for training content/delivery improvement.<br>Training checklists* will be used in the future for fidelity and these will be analyzed to provide feedback on the consistency of trainings and to ensure that the trainings are implemented as planned. | 3 |
| C(1) Coaching RTI-Sec | Accountability for development and monitoring of quality and timeliness of coaching services is clear | Provides a description of responsibilities for the person in charge of coaching and who this person is. | The OPI has hired a certified coaching trainer, as described and certified by the Knight program, for training of coaching activities related to implementation of RtI. This coaching trainer currently does 2 skills-based trainings on coaching strategies for our Facilitators. In the next year, school teams will assess Facilitator coaching effectiveness and provide feedback through a coaching | 3 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching Select documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| | (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (Knight) (NIRN) | Description of how implementation and outcomes data are used to modify coaching strategies.<br>Description of supports that are provided to Facilitator coaches as a result of having these data. | survey currently in development with items related to specific coaching strategies (Knight). These data will be used for coaching feedback on quality and timeliness of coaching services as well as for further development and/or needs for coaching skill development through training. | |
| C(2) Coaching RTI-Sec | Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling. NIRN | Describes the coaching strategies used and their appropriateness for use with adults (i.e., evidence provided for coaching strategies). (Knight)<br>Describes how coaches monitor implementation progress<br>Describe how coaches help sustain continuous improvement. | Facilitators incorporate adult learning principals into training materials, as described earlier since trainings have been manualized. Facilitators regularly model the practices that the practitioners are expected to use. They also discuss challenges the practitioner is facing in implementing the practices. They provide just-in-time trainings via Google Hangout and also visit the school sites between 2-3 times each year. They ask the practitioners to evaluate their implementation of the practices through rubrics, a yearly survey, and self-assessments.<br><br>The facilitators meet regularly with the principals of the schools they work in. They use this time to discuss barriers to implementation, including teachers' perceptions of factors undermining their abilities to achieve valued student learning outcomes. Facilitators help schools sustain continuous improvement through regular rubric assessments, our RTI implementation checklist and tracking of the schools' next steps (see B-4) | 4 |
| D(1) Performance Assessment (Data-based Decision Making) RTI-Sec | Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and supported) (NIRN) | Describe how fidelity measures are collected and compared with outcomes to ensure successful implementation of the RTI process and of intervention and instruction. These data are available on a regular basis and are | The Leadership Team is responsible for facilitating effective implementation at their school. Implementation rubrics, a yearly implementation survey, and self-assessment forms provided by Facilitators assists schools in evaluating implementation process fidelity. Schools are coached on how to ensure that they are achieving fidelity in their instruction and interventions through support on content and delivery models, observations (peer and administrative), refinements and repetition. Student screening and progress monitoring data are analyzed by using problem solving methods for teacher input and are utilized to improve implementation activities on a regular basis. Implementing schools have grade level teams that meet weekly to discuss implementation barriers and strategies for improving student outcomes. | 3 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching Select documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| | | used for decision-making (NIRN) | | |
| D(2) Performance Assessment RTI-Sec | Data are used to make decisions at all education levels (SEA, regional, LEA, school) | Describe feedback system for decision-making to ensure continuous academic and behavioral growth for all students. | Implementation teams at the school level collect and analyze academic and behavioral data related to perceived barriers. Schools use these data to make educational decisions about individual students, about grade level and school wide instructional delivery, and ways to improve instructional delivery. Schools (only for 6th grade) share their academic data with the state through submission of their thrice-yearly benchmarking data. The full performance feedback loop has not yet been completed as the State data base is currently being developed to analyze initiative school data on a statewide basis. The state evaluator will look for and report on data trends for the RTI-Elementary Initiative. This information will be provided to participating schools. All data will be used to make decisions on effectiveness, needs for further refinement or changes to methods. | 4 |
| D(3) Performance Assessment RTI-Sec | Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN) | Describe the following How schools plan for proactive staff orientation to the process and procedures for data-based decision making and problem solving through data sharing. Use of multiple sources of information to guide improvement and demonstrate its impact. | Participating RTI-Elementary schools are required to use the 8 Essential Components of our initiative to determine whether or not they are making adequate progress. They are introduced to and provided skills-based training on each component of the initiative. Ongoing support includes job embedded professional development and coaching to ensure implementation fidelity, Just-in-time problem solving via conference call or Google Hangout An implementation survey measures schools for continuous improvement in using the 8 components. Each level of RtI training has a module dedicated to teaming and consensus building. Schools are provided with tools, ideas on how to bring about staff consensus through the RtI process. Facilitators coach schools on how to use data in the decision-making process and how to share out the data to increase stakeholders buy-in. The full performance feedback loop has not yet been completed as the State data base is currently being developed to analyze initiative school data on a statewide basis. The state evaluator will look for and report on data trends for the RTI-Elementary Initiative. This information will be provided to participating schools. | 4 |
| D(4) Performance Assessment RTI-Sec | Implementation Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share | Describe how self-evaluation and fidelity data over time informs modifications to implementation drivers | Schools move through 5 stages of implementation benchmarks and are tracked with a yearly survey. The RTI Implementation Survey*is used to evaluate if benchmarks have been achieved and to help guide us on the areas in which schools need support. As schools check their fidelity to different areas in our essential RtI component requirements (through survey and various other | |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching Select documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| | and celebrate successes. (NIRN) | (e.g. how can Selection, Training, and Coaching better support high fidelity) (NIRN)<br>Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.<br>Describe positive recognition processes in place for participation | training tools), we evaluate the areas that need more focus for training and coaching support. Schools then formulate their next steps with their information in mind and we formulate our trainings and coaching to be responsive to the schools' identified needs. Student data is collected at the state level and is in the process of being disaggregated to help evaluate successful attainment of school Implementation Goals and benchmarks.<br>Schools' implementation gains are celebrated at all levels but formally acknowledged when the schools reach sustaining status. The sustaining level schools become eligible for mini-grants awarded to them for the purpose of pursuing advanced additional training in an area of identified need.<br><br>*See link to RtI Implementation Survey<br>https://sites.google.com/a/rocketrob.com/opi-rti-implementation/home | 3 |
| D(5) Performance Assessment RTI-Sec | Participants are instructed in how to provide data to the SPDG Project (GUSKEY) | Procedures described for data collection<br>Guidance provided to schools shared | Guidance for reporting data to the SPDG project are provided to schools through Facilitator and the SPDG evaluator TA and written documents (Evaluations using Guskey's levels). Those responsible for the data are given a number and e-mail for help with data collection. E-mail reminders regarding submission of SPDG report data are sent on a regular basis. | 3 |
| E(1) Facilitative Administrative Support / Systems Intervention RTI-Sec | Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to support its implementation | Administrator (Principal) role and responsibilities description relative to program implementation provided.<br>Describe how steps are taken by the Administrator to meet PD participants' needs | Principals are provided with their role, responsibilities and expectations in the RTI Application. These expectations include their attendance at all trainings where they are trained to utilize specific administrative processes via training modules specifically targeted toward leadership skills and roles. The expectations of Facilitators are outlined in their job descriptions and are partially reiterated in the training manual and project applications. Principals and school board chairs are expected to fully support implementation of RtI as indicated by signing the application agreement. (See Item A1)<br>Principals receive further support by engaging in Consultant-led Administrative training strands for the purpose of sharing implementation information and strategies with other administrators | 3 |
| E(2) Facilitative Administrative Support / Systems | Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate | Describe processes for collecting, analyzing and utilizing student and teacher data to recognize barriers to | Leadership teams, including Principals, are trained on how to use data-based decision making processes to identify potential barriers and problem solve solutions. Teams are encouraged to use the examples of other similarly challenged schools to surmount barriers. Teams are encouraged to use all resources at their disposal to address their identified barriers. National, local, | 3 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching Select documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| Intervention RTI-Sec | implementation, including revising policies and procedures to support new way of work. | implementation success. Describe processes for revising policies and procedures to support new way of work. | and regional resources for problem solving are presented during trainings. Schools utilize data to monitor student progress toward benchmark goals. Administrators use student data and problem solving discussions to make decisions about whether school policies or procedures may need to be revised to support greater success (e.g. policy on team meeting times). | |

**Attachment H: RtI Secondary Application**

Montana
**Office of Public Instruction**
Denise Juneau, State Superintendent

# RTI Secondary Letter of Commitment
## 2012-2013

TO: Montana Secondary Schools

FROM: Amy Friez

SUBJECT: 2012-2013 Secondary Montana Response to Intervention (RTI)/Multi-Tiered Systems of Supports (MTSS) Project Application

DATE: March 2012

We would like to invite your school to reapply for the state Response to Intervention (RTI)/Multi-Tiered System of Supports (MTSS) Project and take part in the technical assistance and support provided by the OPI for the 2012-2013 school year. You are required to have an OPI RTI 2011-2012 Project Application on file with the Office of Public Instruction to use this form. If your school will be new to the project, please complete the Program Application ONLY

**Please review the enclosed Letter of Commitment carefully.** If your school is interested in continuing to participate in the Montana RTI/MTSS Project, please complete the enclosed application form .

If you are selected to continue participation in the project (school participation will be limited by region on a first come-first served basis) your site will receive paid RTI/MTSS training and travel expenses. We look forward to sharing this school improvement process with you and your staff.

For additional information or questions regarding the application process, please contact:

Amy Friez
afriez@mt.gov
406-444-0923

Enclosures:

- 2012-2013 Montana Secondary RTI/MTSS Letter of Commitment

https://spreadsheets0.google.com/a/teameureka.net/viewform?hl=en&hl=en&formkey=dHRMclpyLUUwdHh4Tlhxa1FlQnhKV3c6MA#gid=14

**Benefits of Participation**

- Your school will receive **a maximum of 5 years of RTI/MTSS trainings** provided by state, local, and nationally recognized specialists;
- **School District will be reimbursed for up to six members** of your RTI/MTSS team to and from state RTI/MTSS trainings (including meals -unless you are in the host district, 2 cars, and for schools traveling more than 60 miles one-way, 3 hotel rooms);
- Collaboration with OPI personnel and facilitators through training and on-site visits (minimum of 2 visits during the school year) to help guide RTI/MTSS implementation, assist with problem solving, and provide ongoing professional development;
- Access to RTI/MTSS resources and materials; and
- Opportunities to network, problem solve, share successes, resources, and strategies with other schools implementing RTI/MTSS throughout the state.

**Participation Requirements**

**Consensus and Strong leadership are essential components for successful RTI/MTSS implementation.** Therefore, the building principal and district superintendent must initial next to each of the following requirements in order to participate in the RTI/MTSS Program for the 2012-2013 school year. By initialing these requirements the school is agreeing to implement the essential components of RTI/MTSS.

| Principal | Superintendent | ***ESSENTIAL COMPONENTS*** |
|---|---|---|
| | | **Collaborative Teaming and Strong Leadership** |
| _____ | _____ | 1. Form a school RTI/MTSS Team of no more than six people, including the principal, |
| _____ | _____ | 2. Conduct school RTI/MTSS Team meetings at least once per month to attend trainings. **The building principal is required to attend all RTI/MTSS Team training. Your team members should remain the same throughout the school year** for continuity of training and relationship building. |
| | | **Evidence-based Curriculum and Instruction** |
| _____ | _____ | 3. Implement evidence-based intervention programs and instructional strategies |
| _____ | _____ | 4.Commit time and resources to ensure that high-quality academic and behavioral instruction is taking place. |

| Principal | Superintendent | ***ESSENTIAL COMPONENTS*** |
|---|---|---|
| | | **Ongoing Assessment** |

_____ _____ 5.Utilize screening, diagnostic, progress monitoring, and outcome assessment procedures to collect data. Analyze this data regularly to make informed, data-based instructional decisions.

_____ _____ 6. Administer an **RTI/MTSS Implementation Survey** of all staff two times per year:

**Fall-September 12-30, 2012; Spring-May 7-25, 2013**. This information will provide the data needed for the grant that funds this project and help identify future training needs.

**Principal Superintendent** ***ESSENTIAL COMPONENTS***

**Training and Professional Development**

_____ _____ 7. Participate in OPI RTI/MTSS trainings as required **Fall-September 12-30, 2012;**

**Spring-May 7-25, 2013**. This information will provide the data needed for the grant that
funds this project and help identify future training needs.

.

**Total Required Training Days per School Year by Implementation Level (see page 5); (training dates and topics will be established and distributed prior to May 30, 2012).**

**Total Required Training Days per School Year by Implementation Level (see page 4): (training dates and topics will be established and distributed prior to May 30, 2012 )**

**Exploring (A and B levels) 6 days** of training specific to this level.
The CSPD regions will offer related supplemental trainings; participation is at district discretion and cost. Sites must commit to 2 required on site visits

**Implementing (A and B levels) 4 days** of training specific to this level.
The CSPD regions will offer related supplemental trainings; participation is at district discretion and cost. Sites must commit to 2 required on site visits

**Sustaining (**the declaration of sustaining will be validated by an on-site review)
**One day** of specific training in Helena**. Additionally, sustaining districts may submit an individual site plan fo specific MTSS-related professional development they require. The state will award funding for high-quality, relevant site plans (up to $2,000.00); follow-up documentation will be required.** The CSPD regions will offer related supplemental trainings; participation is at district discretion and cost. Sites must commit to three required on-site visits (which include one for the validation of sustaining status).

_____ _____ 8. Collaborate and communicate with state RTI/MTSS consultants, facilitators, and OPI representatives on RTI implementation, focusing on the use of and fidelity to evidence-based assessment, curriculum, and instruction.

_____ _____ 9. Institute ongoing professional development for **all** school staff in effective instruction, assessment processes, collaborative teaming, problem-solving, and other RTI/MTSS processes

**Data-based Decision Making**

_____ _____ 10. Establish data-based decision-making teams (e.g., Grade-Level Teams, Data Teams, etc.) to collaboratively problem-solve student learning and behavior difficulties.

_____ _____ 11. Allocate **regularly scheduled** times for these teams to meet.

**Community and Family Involvement**

_____ _____ 12. Promote community and family awareness of, and involvement in, the implementation of the RTI/MTSS framework at the school and district levels.

**Principal** **Superintendent** ***ESSENTIALS CONTINUED***

**Fidelity of Implementation**

_____ _____ 13.Commit to the ongoing development of practices and procedures that will ensure the fidelity of RTI/MTSS implementation, including curriculum, instruction, assessment, collaborative teaming, and data-based decision making. **Implementing and sustaining schools must demonstrate fidelity to evidence-based instructional practices and materials.**

**Documenting Present Level of RTI/MTSS Implementation**

What is the present level of RTI implementation at your site?

**Present RTI/MTSS Level of Implementation is determined by completing the form provided at this link:**

https://spreadsheets0.google.com/a/teameureka.net/viewform?hl=en&hl=en&formkey=dHR

MclpyLUUwdHh4Tlhxa1FlQnhKV3c6MA#gid=14 ***This link will be different when it is ready and on-line March 15; This is the 2011 link; there will be a 2012 link***

**(To complete the form , cut and paste the link into your browser and follow the directions.)**

**Completion of this form is an application requirement and must be done before checking site level of implementation. Your level will be provided for you electronically when you have completed the form. Each school must provide documentation of at least one level of growth per year in order to continue with the training.**

**Please fill in your level as assigned by the survey below**

**____ Exploring ____ A or ____B**

**____ Implementing ____A or ____B**

**____ Sustaining**

CONTACT INFORMATION FOR OPI CONSULTANT/FACILITATOR

| | |
|---|---|
| School Building: | District: |
| Principal: | Telephone: |
| Principal e-mail address: | |

## Montana Response to Intervention/ Multi-Tiered System of Supports (RTI/MTSS) Program Administrative Signatures

By signing below you confirm having read and understood this application and agree to the participation requirements acknowledged above.

_____

Typed Name of School Building Principal (required)

_____

Signature Date

Typed Name of Superintendent (required)

Signature Date

Please complete this application on or before **April 15, 2012. (Deadline)**

Please fax or mail this signatory sheet on the same date that you submit the form

Mail or fax to:

Amy Friez

Montana Office Of Public Instruction

PO Box 202501

Helena, MT 59620-2501

Fax No: 406-444-3924

## Attachment I: RtI Training Modules Manual Outline

**Training Module Manual, Content, Organization, Format**

Trainer's Manual:

Title/Cover

a. Table of Contents – consistent sequence for each module:

   Purpose & objective, research, model, guided practice, independent practice - homework, impact/evidence, what to bring back to next training

b. Introduction –

   i. whole picture of all training – sequenced (start with core, then tiers 2/3…)
   ii. how this module fits into whole picture
   iii. Rationale and purpose of module
   iv. Learner objectives – to cover "next step" homework

c. Notes to trainer – how organized

   i. Facility needs – Audio-video needs – Broad band
      - size of room(s) – numbers of people (main room/breakouts)
   ii. Technological needs for this module – equipment to bring
   iii. Agenda – time for training
   iv. Materials to prepare for session
      - Trainer

        -supplies/materials
        -hard copies of PowerPoint slides
        -options of how to access handout PowerPoint slids
      - Teams

        -Handouts
      - Individuals

        - Handouts
   v. Materials needed to bring to training by:
      - Teams
      - Individuals

d. Homework

e. Generic resources – web-based, books (what already exists)

f. Online survey on training for school staff to take between trainings.

PowerPoint Slides – Training organization

Sequence by Adult Learning Principles:

Purpose & objective,

research
model
guided practice
Independent practice - homework, impact/evidence,
what to bring back to next training
Activities – "must do" – imbedded

Format – Presenter Notes (for trainer's manual):
Slide content – includes downloaded video clips
Notes page –
"do" - detailed instructions and
"say" - bullets for what to say
Materials, handouts needed
List "time" for video clip
Time for module

<u>Formatting of slides –</u>

A. Decisions – Cass Rocco
FONT Style
FONT Size
Clip Art
Current slide clip art or graphics – review for analogies that no longer apply
Balance between simplicity and basic information
Readable from back of room

B. Module Package – final product
All materials in a 4 inch 3-ring Binder:
Dividers for DAY
Dividers for each LEVEL
Dividers for each module within a day
Dividers for handouts
Map of all modules (days x stages)
PowerPoint with notes pages
PowerPoint handouts (3 to page)
Handouts for session
Activities - with instructions on how to differentiate
Flashdrive with PowerPoint presentation that includes imbedded video clips

C. Consistent Elements in Modules (other than content)
Timer (on slide - count down)
Signal for attention
Group expectations

**Attachment J:**
**MTSS Initiative Worksheet Year 3 4/1/2012 to 3/31/2013**
**SPDG Evidence-based Professional Development Components**
*The description of the component is: 1 = Inadequate, 2 = Barely adequate, 3 = Good, 4 = Exemplary*

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching documents) | Project's self rating April 1, 2012- March 31, 2013 |
|---|---|---|---|---|
| A(1) Selection MTSS | Selection of Schools - Clear expectations are provided for Professional Development (PD) participants. Schools, districts, or other agencies agree to provide the necessary resources, supports and facilitative administration for the participants | Roles<br>Responsibilities<br>Other descriptions of expectations<br>Requirements for schools/districts described; or<br>The form(s) used for these agreements is provided | A Leadership Team was formed. They designed the selection criteria (see attached application) for MTSS Pilot Schools. Fifteen to 20 schools were reviewed for possible participation. Invitations to participate as a Pilot School were sent to 7 schools based on the selection criteria laid out in the participation agreement. Six schools accepted the invitation. School team member responsibilities are laid out under participation requirements in the MTSS application. The training responsibilities of the OPI are also laid out in this document. Selected schools are notified via official letter and commit to responsibilities laid out in the application.<br><br>*See **Attachment K:** MTSS application and the decision rules | 3 |
| A(2) Selection MTSS | Selection of Trainers - Clear expectations are provided for trainers and for the people who provide follow-up to training, such as coaches or mentors | Roles<br>Responsibilities<br>Other descriptions of expectations | Workgroups were established based on the MTSS Training Plan. The Training and Professional Development Workgroup completed the job descriptions for both MTSS Consultants and MTSS Internal Facilitators. A draft of the MTSS Consultant Application has been completed and is ready to move into the final draft.<br><br>*See **Attachment L:** description for MTSS Consultants, **Attachment M:** MTSS Internal Facilitators, and **Attachment N** draft MTSS Consultant Application | 3 |
| A(3) Selection MTSS | Selection of Leadership Teams School Level – Roles and expectations for team members clearly provided | Role of each team member<br>Responsibilities of each team member<br>Background knowledge of each team member | MTSS Administrative Workgroup is working on finalizing the MTSS Application which contains the parameters for establishing a Leadership Team, including the roles and responsibilities of the members.<br><br>*See **Attachment K** draft of the MTSS Application | 2 |
| B(1) Training MTSS | Accountability for delivery and quality monitoring of training is | Role job description provided via application and scope of work. | The Leadership Team designated a lead national consultant in the area of MTSS. It was agreed the consultant is contracted on an annual basis. An additional national consultant was brought on to help guide the training process on | 3 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| | clear (e.g. lead person designated and supported) | Expectations for initiative lead role provided in application. | academic systems. The consultants provide face-to-face and technology-based training, facilitation, and direction to help meet the goals of the MTSS initiative. The SPDG Project Director oversees the training and personnel to implement the state initiative. She ensures training is sufficient to meet the needs of all school team participants. | |
| B(2) Training MTSS | Adult learning principles used (NIRN) | Provides a description of effective learning strategies used (see Trivette & Dunst document) | Trainings include use of effective adult learning principals and strategies as outlined in research. These strategies include introduction, background knowledge, demonstration, modeling, practice, feedback, incorporation in current practices. | 3 |
| B(3) Training MTSS | Training is used to develop background knowledge and skills. (NIRN) | Describes how training is skill-based<br>Participant behavior rehearsals to criterion with an expert observing<br>Observation and feedback is used to increase the skills of the participants.<br>Track use of skills. | Pilot Schools completed the RtI Implementation Survey and the School Evaluation Tool (SET). These were used to establish a baseline. Based on the benchmarks established during year 2 (results of the Benchmarks of Quality), behavioral trainings were identified and provided both in a face-to-face format and through webinars. Per end of year 3 expectations, aggregated AIMSweb, DIBELS, and MAPS reading data benchmarks have been established. Trainings provided to School Leadership Teams are delivered by the contracted National Consultants and are designed to develop background knowledge and specific skill building around academic and behavioral systems. Participants are expected to learn and demonstrate skills. Skills surveys were developed and administered to help leadership team progress. Use of RTI and PBIS related skills will continue to be tracked by survey and observation.<br><br>*See **Attachment O:** Implementation Checklist Survey | 3 |
| B(4) Training MTSS | Outcome data collected and analyzed (pre and post testing) of participant knowledge and skills (NIRN) | Describes how these data are used to make appropriate changes to the training and to provide further supports through coaching | Trainer observations are utilized to provide feedback and inform continued trainings. We also use data from the Implementation Survey and the Benchmarks of Quality (BOQ) to show growth of schools from year to year in essential components. | 2 |
| B(5) Training MTSS | Participants are trained, and observed. Data are used to improve participant skills and the | Describes how participant feedback is used to improve trainer skills and revise the | Participants must have experience with either a behavioral or academic multi-tiered initiative. Data was collected from participants to provide feedback to the leadership team and lead consultants in year 2. Participants share improvements that need to be made with the lead consultants. The lead | 4 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| | content of trainings (NIRN) | training content | consultants and state project staff meet to discuss how the trainings can be improved by adjusting for "just-in-time" training. | |
| C(1) Coaching MTSS | Accountability for development and monitoring of quality and timeliness of coaching services is clear (e.g. lead person designated and supported) and this includes using data to give feedback to coaches (NIRN) | Provides a description of responsibilities for the person in charge of coaching<br>Description of how implementation and outcomes data are used to modify coaching strategies<br>Description of supports that are provided to coaches as a result of having these data | In development – local school Facilitators have been recruited. Coaching strategies and services are in the process of being outlined as are fidelity checklists and feedback mechanisms. | 1 |
| C(2) Coaching MTSS | Coaches use multiple sources of information in order to provide assistive feedback to those being coached and also provide appropriate instruction or modeling. | Describes evidence-based coaching strategies used and their appropriateness for use with adults<br>Describe how coaches monitor implementation progress<br>Describe how coaches help sustain continuous improvement. | In development – local school Facilitators are being recruited and trained in the next year. Mechanisms to monitor coaching progress and continuous feedback for improvement are in development. | 1 |
| D(1) Performance Assessment (Data-based Decision Making)<br><br>MTSS | Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and supported) (NIRN) | Describe how fidelity measures are compared with outcomes, are available on a regular basis, and are used for decision-making (NIRN)<br>Describe how steps are taken by the appropriate person (administrator, trainer, coach) to meet | Each school Leadership Team is responsible for facilitating effective implementation of RTI and MBI/PBIS at their school. Implementation rubrics, a yearly implementation survey, and self-assessment assists schools in evaluating implementation process fidelity. Schools are coached by the Lead Consultant on how to ensure that they are achieving fidelity in their instruction and interventions through support on content and delivery models, observations (peer and administrative), refinements and repetition. Student screening and progress monitoring data are analyzed by using problem solving methods for teacher input and are utilized to improve implementation activities on a regular basis. Implementing schools have grade level teams that meet weekly to discuss | 3 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| | | PD participants' needs | implementation barriers and strategies for improving student outcomes. The ISSET and the SET were performed at all participating schools by the national consultants during mid-year.<br>Each Pilot School has designated an implementation team for the purpose of ensuring effective implementation of the SPDG initiative with fidelity. A MTSS Implementation Checklist Survey was developed and was used this past year. The administrator and school team will be responsible for aligning systems and removing barriers to effective MTSS implementation including providing resources for implementation such as personnel, materials, training, and data collection. The team will also be responsible for analyzing data to improve outcomes and reporting any issues related to implementation fidelity and outcomes to key policy decision makers at LEA and SEA levels. SPDG Director and Lead Consultant are designated as and are available on a regular basis.<br><br>*See **Attachment O:** Implementation Checklist Survey | |
| D(2) Performance Assessment MTSS | Data are used to make decisions at all education levels (SEA, regional, LEA, school) | Describe feedback system for decision-making to ensure continuous academic and behavioral growth for all students. | Implementation teams at the school level collect and analyze academic and behavioral data related to perceived barriers. Schools use these data to make educational decisions about individual students, about grade level and school wide instructional delivery, and ways to improve instructional delivery. Schools share their academic and behavioral data with the state through submission of thrice-yearly academic benchmarking and behavioral SWIS data. At the end of this reporting period, benchmarks will be established for academics and behavior allowing for comparisons in years 4 and 5. The state evaluator will look for and report on data trends for the MTSS Initiative. This information will be provided to participating schools. All data will be used to make decisions on effectiveness, needs for further refinement or changes to methods. | 3 |
| D(3) Performance Assessment MTSS | Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN) | Describe the following How schools plan for proactive staff orientation to the process and procedures for data-based decision making and problem solving through data sharing. | The schools in the MTSS Project are guided by 5 components generated from the 8 Essential Components of RtI and the PBIS 5 goals. The Pilot Schools are provided training on each component of the MTSS initiative. An implementation survey measures schools for growth in implementation levels. Schools are provided with data tools. We utilize the TIPS* model for a problem-solving process related to making data-based decisions about student academic and behavioral performance. School teams are coached on how to refine use of data in the decision-making process and how to share out the data to increase buy-in and sustainability. Schools share their academic and behavioral data with the | 3 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| | | Use of multiple sources of information to guide improvement and demonstrate its impact. | state through submission of thrice-yearly academic benchmarking and behavioral SWIS data. At the end of this reporting period, benchmarks will be established for academics and behavior allowing for comparisons in years 4 and 5. The state evaluator will look for and report on data trends for the MTSS Initiative. This information will be provided to participating schools.<br><br>*See **Attachment P:** TIPS Meeting Form | |
| D(4) Performance Assessment MTSS | Goals are created with benchmarks for implementation and student outcome data, and plans are in place to share and celebrate successes. (NIRN) | Describe how self-evaluation and fidelity data over time informs modifications to implementation drivers (e.g. how can Selection, Training, and Coaching better support high fidelity) (NIRN)<br>Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.<br>Describe positive recognition processes in place for participation. | We currently use a yearly implementation survey to help guide us on the areas in which schools need support. As schools check their fidelity to different areas in our essential component requirements (through survey and various other training tools), we discover what areas they will need to focus on for training and coaching support. Schools then formulate their next steps with their information in mind, and we formulate our trainings and coaching to be responsive to the schools' identified needs.<br>Student academic and behavioral data will serve as the main decision-making component of implementation.<br>Schools move through 5 stages of implementation. Pilot Schools are supported in receiving additional training, i.e. the summer MBI Institute. At the institute, the Pilot Schools are asked to celebrate their successes over the past year through a share-out model. | 3 |
| D(5) Performance Assessment MTSS | Participants are instructed in how to provide data to the SPDG Project | Procedures described for data collection<br>Guidance provided to schools/districts shared | Guidance for reporting data to the SPDG project are provided to schools through the facilitator and evaluator TA and written documents (TIPS forms). Those responsible for the data are given a number and e-mail for help with data collection. E-mail reminders regarding submission of SPDG report data are sent on a regular basis. All forms are uploaded to our Project REAL website. | 3 |
| E(1) Facilitative Administrative Support / Systems | Administrators are trained appropriately on the SPDG-supported practices and have knowledge of how to | Role/job description relative to program implementation provided<br>Describe how steps are | Principals participate in leadership groups and meet monthly in administrator webinars where they are trained to utilize SPDG supported practices. The TIPS form is used to record formal and informal feedback to guide future administrator trainings. Principals also meet to share implementation experiences and ideas. Principals and superintendents are expected to fully | 3 |

| Prof Dev Domain | Prof Dev Component | Specifications *(Further guidance regarding what these components might look like)* | Project Description of Related Activities (please note if you are attaching documents) | Project's self rating April 1, 2012-March 31, 2013 |
|---|---|---|---|---|
| Intervention MTSS | support its implementation | taken by the appropriate person (administrator, trainer, coach) to meet PD participants' needs | support implementation of MTSS as indicated by signing the application agreement. | |
| E(2) Facilitative Administrative Support / Systems Intervention MTSS | Leadership analyzes feedback from staff and makes changes to alleviate barriers and facilitate implementation, including revising policies and procedures to support new way of work. | Describe processes for collecting, analyzing and utilizing student and teacher data to recognize barriers to implementation success. Describe processes for revising policies and procedures to support new way of work. | Leadership teams are trained in how to use the TIPS data-based decision making processes to identify potential barriers and problem solve solutions. Teams are encouraged to use all resources at their disposal to address their identified barriers. National, local, and regional resources for problem solving are presented during trainings. Schools utilize academic and behavioral data to monitor student progress toward benchmark goals. Grade level data meetings are held on a regular basis to discuss student progress toward goals. Administrators use student data and problem solving discussions to make decisions about whether school policies or procedures may need to be revised to support greater success (e.g. policy on team meeting times). | 3 |

## Attachment K: MTSS 2013-2014 Application

Susan Bailey-Anderson, Coordinator
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
Telephone: 444-2046

### MTSS 2013-2014
### LEA Application

The Montana Office of Public Instruction is accepting applications for Project REAL Multi-Tiered System of Supports (MTSS), a system of prevention, early intervention, and support that ensures all students, including both struggling and advanced learners, are achieving to high academic and behavioral standards. In a Multi-tiered System of Supports, individual student progress is monitored and results are used to make decision about further instruction and intervention.

**Benefits of Participation:**

- Professional development led by state, local and nationally recognized presenters on:
  - Best practice on a continuum of academic and behavior interventions
  - Problem solving strategies
  - Data decision processes
  - Data application and analysis
- Resource materials to supplement the training and to support implementation of the MTSS process
- MTSS State Consultant implementation support (minimum of 2 visits per school year)
- Opportunity to network, problem solve, and share effective strategies with other MTSS teams throughout the state
- Recognition as an MTSS School
- Collaboration with OPI personnel and facilitators through training and on-site visits (minimum of 2 visits during the school year) to help guide MTSS implementation, assist with problem solving, and provide ongoing professional development;

**Associated Costs**

- *School District will be reimbursed for up to six members* of your MTSS team to and from state Summer Leadership MBI Conference 2013 and 2014 (including meals -unless you are in the host district, 2 cars, and for schools traveling more than 60 miles one-way, 3 hotel rooms)

**Requirements for Participation**

- Establish building leadership team (includes principal and representative staff) to coordinate and manage implementation at school level
- Establish a regular MTSS Team meeting schedule (minimum 2x per month).
- Identify and support the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)
- Align beliefs and practices in MTSS implementation efforts.
- Agree to adhere to specified project timelines
- Implement evidence based practices associated with MTSS model (core reading/literacy, math instruction, positive behavior support) with fidelity.
- Collect building-level information on three levels: (1) student outcomes, (2) fidelity of implementation, (3) program quality to support implementation.

- Collect and submit data SWIS, PBIS Program Quality Measures on PBIS Assessment, Curriculum-Based Measures (DIBELS Data System DIBELSnet, or AIMSweb), SSBD, Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B).
- Attend all trainings and project events. Principal attendance is mandatory at all trainings (see Training Schedule, appendix C).
- Designate an OPI representative as authorized user in your data management system to allow access to raw screening data. This data is required for mandated federal reports guide professional development decisions.
- Promote community and family awareness and participation MTSS implementation

**This document is a required component for the MTSS application process. It must be completed and submitted with the application materials.**

Developing a model of MTSS implementation must be a priority of the school. It must be viewed as a process to operationalize and sustain school improvement efforts as they relate to creating a positive school climate and improve academic achievement for all students. Full commitment of the Principal and District Superintendent is required.

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**(*print full name of School above*)**

**agrees to the following commitments and participation requirements:**

1. Establish building leadership team (includes principal and representative staff) to coordinate and manage implementation at school level
2. Establish a regular MTSS Team meeting schedule (minimum 2x per month).
3. Identify and support the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)
4. Align beliefs and practices in MTSS with implementation efforts.
5. Agree to adhere to specified project timelines
6. Implement evidence based practices associated with MTSS model (reading/literacy, math instruction, positive behavior support) with fidelity.
7. Collect building-level information on three levels: (1) student outcomes, (2) fidelity of implementation, (3) program quality to support implementation.
8. Collect and submit data using SWIS, PBIS Program Quality Measures on PBIS Assessment, Curriculum-Based Measures (DIBELS Data System DIBELSnet, or AIMSweb), SSBD, Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B).
9. Attend all trainings and project events. Administrator attendance is mandatory at all trainings (see Training Schedule, appendix C).
10. Designate an OPI representative as authorized user in your data management system to allow access to raw screening data. This data is required for mandated federal reports and toguide professional development decisions.
11. Promote community and family awareness and participation in MTSS implementation

We understand that we are committing to the above requirements, including the obligations outlined in the Internal Facilitator Job Description, Data Collection and Submission Schedule, Annual Training Schedule.

| Print Name | Signature | Date |
|---|---|---|
| *Principal* | | |
| *Superintendent* | | |

Enter projected enrollment for the grade levels which will be targeted for MTSS implementation during the 2013-2014 school year:

| Grade Level | Number Students | Number Teachers/Classrooms |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

What is the universal screening measure used for Benchmark assessments (AIM's web *or* DIBELS) for the grade levels identified above ? _____

**MTSS Leadership Team**

*Team membership must remain the same throughout the school year.*

Building: _____ District Name & Number: _____

Principal _____

Phone: _____

E-mail _____

**Team Members**

| *Name* | *Position* | *E-mail Address* |
|---|---|---|
| | | |
| | | |

| | | |
|---|---|---|
| | | |
| | | |
| | | |

Internal Facilitator: _____

**Attachment L: Montana OPI MTSS Regional Consultant Job Description**

**Montana OPI MTSS Regional Consultant Job Description**

**Job Title: MTSS Regional Consultant**

**Job Description:** The MTSS Regional Consultant supports local districts/schools in the implementation of Multi-Tiered System of Supports (MTSS). The goal of the Regional Consultant is to build internal capacity within the district/building to implement and sustain MTSS practices. The Regional Consultant, in collaboration MTSS staff, works with Internal Facilitators in buildings/districts and their leadership teams through the provision of professional development, technical assistance and coaching.

**Essential Job Functions:** In collaboration with MTSS staff, the Regional Consultant will:

- Establish and maintain contact/communication with assigned schools' site facilitators
- Train and support internal facilitators and local school personnel to develop, implement, evaluate and sustain MTSS practices by providing evidence based professional development, technical assistance, and coaching strategies.
- Support MTSS implementation in local districts/schools by providing evidence-based professional development trainings and facilitating networking meetings.
- Meet with District and/or School Leadership Teams of participating districts to assess needs and identify goals for MTSS implementation.
- Align professional development, technical assistance and coaching to participating districts' MTSS implementation goals.
- Coordinate assigned sites' participation in MTSS data collection tools.
- Support the collection and analysis of implementation data to ensure high fidelity of implementation of MTSS activities/plan.
- Serve as liaison between MTSS Staff and internal facilitators in local schools.
- Support internal facilitator in the collection of evaluation data for MTSS staff. Provide reports as agreed upon with the MTSS staff.
- Participate in broader area trainings as agreed upon with MTSS staff.
- Assist with the braiding and integration of statewide initiatives (e.g. RtI/Problem solving best practices, MBI-PBIS, TIPS Problem solving)
- Collaborate with internal facilitators to provide training and support to parent organizations in order to foster parent engagement and partnerships.
- Participate in the development of professional development materials and resources. Participate in networking opportunities with other internal facilitators, regional consultants and MTSS staff.
- Communicate effectively using a variety of technology tools and techniques
- Accept other duties related to the scope of the job as assigned by the MTSS staff. These duties could include but are not limited to attending CSPD council meetings in their region; meeting with other MTSS regional consultants and the state MTSS coordinator; presenting sessions on MTSS topics at state and national conferences; assisting in the development of a yearly state MTSS action plan; coaching, supervising, and by ensuring that information from the state MTSS coordinator is

communicated promptly, prompting and assisting facilitators in submitting the necessary grant-related data in a correct and timely manner, planning and providing state and regional training for facilitators, and helping facilitators problem solve issues that arise.

**Qualifications:** Regional Consultants will exhibit knowledge of research related to MTSS and the practices and processes of the Montana MTSS model, which includes RTI, MBI, PBIS, and other statewide initiatives. The regional consultant will

- Support and respect the Montana MTSS process and philosophy.
- Maintain the confidentiality of school and student records and observe professional lines of communication with individuals inside and outside the school system.
- Observe and respect professional boundaries when sharing information about the MTSS process at individual sites.
- Understand systems level change and learn strategies to promote positive collaborative relationships among stakeholders.
- Envision and clearly communicate the system and processes of MTSS to leadership teams, staff, parents, and community members to build understanding and commitment of school improvement best practices.
- Understand the critical components necessary for implementation and maintenance of an effective MTSS plan.
- Understand and apply strategies to align professional development practices to support the implementation of MTSS plan.
- Understand the role of parents as partners in the MTSS process and learn strategies to engage parents as leaders and involve them in the process.
- Understand systems level change and learn strategies to promote positive collaborative relationships among stakeholders.
- Envision and clearly communicate the system and processes of MTSS to leadership teams, staff, parents, and community members to build understanding and commitment of school improvement best practices.
- Understand the critical components necessary for implementation and maintenance of an effective MTSS plan.

In addition, the regional consultant will demonstrate skills in the following areas.

**Coaching:**

- Understand the role of a coach as building capacity to improve student outcomes.
- Provide coaching to school teams by modeling, practice and guided feedback.
- Utilize active listening skills, open- and closed-ended questioning, paraphrasing and clarifying statements when coaching.
- Utilize coaching tools to manage time, prioritize tasks and follow through on activities and communication.
- Learn strategies to self-reflect and incorporate feedback into coaching skills.

- Learn strategies and tools to facilitate communication with leadership teams, staff, parents, and the community.
- Use the problem solving process to address coaching challenges and barriers to implementation.

**Leadership and Commitment Building:**

- Understand systems level change and learn strategies to promote positive collaborative relationships among stakeholders.
- Envision and clearly communicate the system and processes of MTSS to leadership teams, staff, parents, and community members to build understanding and commitment of school improvement best practices.

**Effective Teaming:**

- Understand the stages of team development and how to facilitate moving a team through a change process.
- Understand, apply, and facilitate the steps in the problem solving process at each tier.
- Understand the critical components of effective teams and facilitate effective team meetings.
- Understand roles and responsibilities of district and building leadership teams to oversee all RtI/school improvement activities, including evaluation and strengthening of Tier 1 curricula, instruction, and environment.
- Understand roles and responsibilities of grade level teams, along with support staff, to strengthen Tier 1 and build Tier 2 and Tier 3 supports.
- Understand roles and responsibilities of individual problem solving teams.

**Data Based Decision-Making:**

- Understand the four purposes of assessment and identify evidence based tools for each purpose.
- Understand and identify evidence based screening tools, both to evaluate the Tier 1/core curricula and instruction and to identify at risk students through the use of cut scores.
- Understand and identify evidence based progress monitoring tools, including their use in setting appropriate goals, and the establishment and use of standard rules for making decisions about students' response to interventions.
- Understand the use of evidence based tools to evaluate Tiers 1 as well as Tier 2 and Tier 3 supports.
- Understand and apply concepts and principles of data based decision making across the tiers.

**Curricula, Interventions, and Instruction:**

- Understand evidence based curricula and interventions and assist in the selection of curricula and interventions that will reach the most students based on district demographics (areas of literacy, math, behavior/social emotional learning).
- In the area of literacy, understand the Language/Literacy Continuum and how to select the most effective curricula and interventions, matched to student needs.
- In the area of instruction, understand best practices of effective instruction and matching instruction based on district demographics and student needs.

- In the area of social emotional behavior, understand best practices of effective intervention, and the use of function based support based on applied behavior analysis.
- Understand the importance of high treatment integrity and assist in developing an effective treatment integrity process.

## Attachment M: MTSS Internal Facilitator Description

### MTSS Internal Facilitator

**Job Title:** Internal MTSS facilitator

**Job Description:** The Internal Facilitator is a staff person(s) within a school building who commits a specified amount of time to support school personnel in the implementation of Multi-Tiered System of Supports (MTSS). The primary goal of the Internal Facilitator is to build internal capacity within the school building for staff to implement and sustain MTSS practices. The specific tasks to support implementation of MTSS may be filled by more than one person; however one person will serve as the Internal Facilitator to ensure essential roles and functions of facilitation occurs within the building. The Internal Facilitator is assigned to an MTSS Regional Coach for the purpose of receiving training, support and technical assistance. The Internal Facilitator participates in networking meetings and/or professional development opportunities and facilitates that information back to the Building Leadership Team and school personnel. The Internal Facilitator, in collaboration with the MTSS Regional Consultant works with school building personnel to implement MTSS through the provision of professional development, technical assistance and coaching.

**Essential Job Functions:** In collaboration with the MTSS Consultant and Internal Facilitator will:

- Attend and monitor MTSS trainings with building level team
- Support building school personnel to develop, implement, evaluate and sustain MTSS practices
- Meet with participating School Leadership Teams to assess needs and identify goals for MTSS implementation.
- Promote shared decision making but maintain the authority to initiate change (i.e., works closely with administrator and building team)
- Work to align professional development, technical assistance and coaching to MTSS implementation goals.
- Support the collection and analysis of implementation data to ensure high fidelity of implementation of MTSS activities.
- Serve as liaison between school building's staff and the Regional Consultant and MTSS Staff
- Participate in networking opportunities with other internal facilitators, MTSS Regional Consultants and MTSS staff.
- Collect and submit evaluation data (academic and behavior) for MTSS staff as requested.
- Communicate with parents and parent organizations to increase parental understanding and foster parent engagement and partnerships.
- Participate in the development of professional development materials and resources.
- Fluent with the TIPS problem solving model

Qualifications

- Works in building with allocated time to coordinate MTSS implementation
- Able to commit to 2 years of service

- Strong understanding of and experience with MTSS basic principles and components, including research and practices related to school-wide behavioral and academic support (i.e. applied behavior analysis and ability to use a variety of observational and interviewing skills).
- Fluent with TIPS problem solving model
- Strong communication skills
- Strong collaboration and interpersonal skills

Possible Incentives:

*Stipend

*Floating sub

*Time in lieu of other assigned duties

*No assigned homeroom

*Additional prep period

## Attachment N: MTSS Regional Consultant Job Description and Application

### MTSS Regional Consultant Job Description and Application

Project REAL Multi-Tiered Systems of Support (MTSS) is pleased to announce we are accepting applications for **MTSS Regional Consultant**. For more information or to apply, contact

Susan Bailey-Anderson, Coordinator
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
Telephone: 444-2046

**Job Description:** The MTSS Regional Consultant supports local districts/schools in the implementation of Multi-Tiered System of Supports (MTSS). The goal of the Regional Consultant is to build internal capacity within the district/building to implement and sustain MTSS practices. The Regional Consultant, in collaboration MTSS staff, works with Internal Facilitators in buildings/districts and their leadership teams through the provision of professional development, technical assistance and coaching.

**Essential Job Functions:** In collaboration with MTSS staff, the Regional Consultant will:

- Establish and maintain contact/communication with assigned schools' site facilitators
- Train and support internal facilitators and local school personnel to develop, implement, evaluate and sustain MTSS practices by providing evidence based professional development, technical assistance, and coaching strategies.
- Support MTSS implementation in local districts/schools by providing evidence-based professional development trainings and facilitating networking meetings.
- Meet with District and/or School Leadership Teams of participating districts to assess needs and identify goals for MTSS implementation.
- Align professional development, technical assistance and coaching to participating districts' MTSS implementation goals.
- Coordinate assigned sites' participation in MTSS data collection tools.
- Support the collection and analysis of implementation data to ensure high fidelity of implementation of MTSS activities/plan.
- Serve as liaison between MTSS Staff and internal facilitators in local schools.
- Support internal facilitator in the collection of evaluation data for MTSS staff. Provide reports as agreed upon with the MTSS staff.
- Participate in broader area trainings as agreed upon with MTSS staff.
- Assist with the braiding and integration of statewide initiatives (e.g. RtI/Problem solving best practices, MBI-PBIS, TIPS Problem solving)
- Collaborate with internal facilitators to provide training and support to parent organizations in order to foster parent engagement and partnerships.
- Participate in the development of professional development materials and resources. Participate in networking opportunities with other internal facilitators, regional consultants and MTSS staff.
- Communicate effectively using a variety of technology tools and techniques

- Accept other duties related to the scope of the job as assigned by the MTSS staff. These duties could include but are not limited to attending CSPD council meetings in their region; meeting with other MTSS regional consultants and the state MTSS coordinator; presenting sessions on MTSS topics at state and national conferences; assisting in the development of a yearly state MTSS action plan; coaching, supervising, and by ensuring that information from the state MTSS coordinator is communicated promptly, prompting and assisting facilitators in submitting the necessary grant-related data in a correct and timely manner, planning and providing state and regional training for facilitators, and helping facilitators problem solve issues that arise.

**Qualifications:** Regional Consultants will exhibit knowledge of research related to MTSS and the practices and processes of the Montana MTSS model, which includes RTI, MBI, PBIS, and other statewide initiatives. The regional consultant will

- Support and respect the Montana MTSS process and philosophy.
- Maintain the confidentiality of school and student records and observe professional lines of communication with individuals inside and outside the school system.
- Observe and respect professional boundaries when sharing information about the MTSS process at individual sites.
- Understand systems level change and learn strategies to promote positive collaborative relationships among stakeholders.
- Envision and clearly communicate the system and processes of MTSS to leadership teams, staff, parents, and community members to build understanding and commitment of school improvement best practices.
- Understand the critical components necessary for implementation and maintenance of an effective MTSS plan.
- Understand and apply strategies to align professional development practices to support the implementation of MTSS plan.
- Understand the role of parents as partners in the MTSS process and learn strategies to engage parents as leaders and involve them in the process.
- Understand systems level change and learn strategies to promote positive collaborative relationships among stakeholders.
- Envision and clearly communicate the system and processes of MTSS to leadership teams, staff, parents, and community members to build understanding and commitment of school improvement best practices.
- Understand the critical components necessary for implementation and maintenance of an effective MTSS plan.

In addition, the regional consultant will demonstrate skills in the following areas.

**Coaching:**

- Understand the role of a coach as building capacity to improve student outcomes.
- Provide coaching to school teams by modeling, practice and guided feedback.

- Utilize active listening skills, open- and closed-ended questioning, paraphrasing and clarifying statements when coaching.
- Utilize coaching tools to manage time, prioritize tasks and follow through on activities and communication.
- Learn strategies to self-reflect and incorporate feedback into coaching skills.
- Learn strategies and tools to facilitate communication with leadership teams, staff, parents, and the community.
- Use the problem solving process to address coaching challenges and barriers to implementation.

**Leadership and Commitment Building:**

- Understand systems level change and learn strategies to promote positive collaborative relationships among stakeholders.
- Envision and clearly communicate the system and processes of MTSS to leadership teams, staff, parents, and community members to build understanding and commitment of school improvement best practices.

**Effective Teaming:**

- Understand the stages of team development and how to facilitate moving a team through a change process.
- Understand, apply, and facilitate the steps in the problem solving process at each tier.
- Understand the critical components of effective teams and facilitate effective team meetings.
- Understand roles and responsibilities of district and building leadership teams to oversee all RtI/school improvement activities, including evaluation and strengthening of Tier 1 curricula, instruction, and environment.
- Understand roles and responsibilities of grade level teams, along with support staff, to strengthen Tier 1 and build Tier 2 and Tier 3 supports.
- Understand roles and responsibilities of individual problem solving teams.

**Data Based Decision-Making:**

- Understand the four purposes of assessment and identify evidence based tools for each purpose.
- Understand and identify evidence based screening tools, both to evaluate the Tier 1/core curricula and instruction and to identify at risk students through the use of cut scores.
- Understand and identify evidence based progress monitoring tools, including their use in setting appropriate goals, and the establishment and use of standard rules for making decisions about students' response to interventions.
- Understand the use of evidence based tools to evaluate Tiers 1 as well as Tier 2 and Tier 3 supports.
- Understand and apply concepts and principles of data based decision making across the tiers.

**Curricula, Interventions, and Instruction:**

- Understand evidence based curricula and interventions and assist in the selection of curricula and interventions that will reach the most students based on district demographics (areas of literacy, math, behavior/social emotional learning).
- In the area of literacy, understand the Language/Literacy Continuum and how to select the most effective curricula and interventions, matched to student needs.
- In the area of instruction, understand best practices of effective instruction and matching instruction based on district demographics and student needs.
- In the area of social emotional behavior, understand best practices of effective intervention, and the use of function based support based on applied behavior analysis.
- Understand the importance of high treatment integrity and assist in developing an effective treatment integrity process.

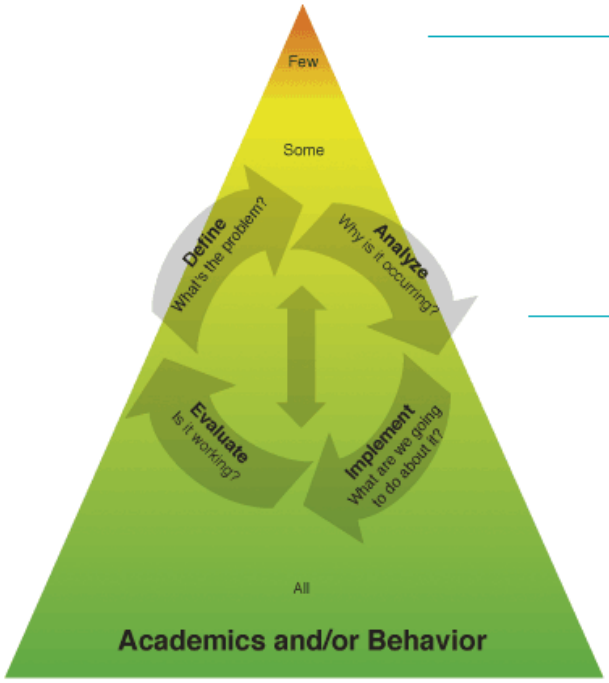
**What is the time commitment?**

Job responsibilities require approximately 31 days to complete :

- 2 on-site training days on MTSS Consulting Role and Skills August 11-12 (no prep)
- Minimum 2 site visits to Cohort 1 schools (+2 days prep)
- Minimum 2 site visits to Cohort 2 schools (+2 days prep)
- 1 site visit to Cohort 2 school with MTSS Trainer (no prep)
- 6 on-line PLC meetings – attend for 1 hour during the PLC dates (meetings go on all day – you attend 1 or more meetings on that day) (prep for 2 hours)
- On-site Trainings: Cohort 1 – 2 days (no prep); Cohort 2 – 6 days (no prep); Summer Institute – 5 days (no prep)

**What is MTSS?**

**Project REAL: Responsive Education for All Learners**
**Multi-Tiered Systems of Support**




*Adapted from Florida MTSS*

Tier 3
**Intensive Individualized Interventions and Supports**
More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and

Tier 2
**Targeted Supplemental Interventions and Supports**
More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 1
**Core Universal Instruction and Supports**
General academic and behavior instruction and support differentiated for all students in all settings

**Multi-Tiered Framework**

MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels

Within MTSS, resources are allocated in direct proportion to student needs. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

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## Multi-Tiered Systems of Support

A multi-level prevention system includes three levels of intensity or prevention.

- The primary prevention level includes high quality core instruction.
- The secondary level includes evidence-based intervention(s) of moderate intensity.
- The tertiary prevention level includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.

At all levels, attention should be on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

**Multi-Tiered System of Supports (MTSS) Defined:**

A Multi-Tiers System of Supports (MTSS) is a term used to describe evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

Existing initiatives share the common elements of data-based problem-solving to inform instruction and intervention (e.g., Positive Behavior Support [PBS], Response to Intervention [RtI], Continuous Improvement Model [CIM]). The basic components of the problem-solving process include four steps:

1. Define, in objective and measurable terms, the goal(s) to be attained (what it is we want students/educators/systems to know and be able to do).
2. Identify possible reasons why the desired goal(s) is not being attained.
3. Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2). Evaluate the effectiveness of the plan in relation to the stated goals.

Important things to consider when using a data-based problem-solving model:

1. A problem-solving model provides the structure to identify, develop, implement and evaluate strategies to accelerate the performance of ALL students.
2. The use of scientifically based or evidence-based practices should occur whenever possible.
3. The effectiveness of the problem-solving process is based on both fidelity of the problem-solving process itself and fidelity in the implementation of the instruction/intervention plan.
4. The problem-solving process is applicable to all three tiers of instruction/intervention and can be used for problem- solving at the district, school, classroom, and/or individual student levels.

**Tiers 1, 2 and 3 Defined:**

**Tier 1** is what ALL students receive in the form of instruction (academic and behavior/social-emotional) and student supports.

- Tier 1 focuses the implementation of the core curriculum. Tier 1 services (time and focus) are based on the needs of the students in a particular school.

- Some schools require more time than other schools in particular core curriculum areas based on student demographics (readiness, language, economic factors) and student performance levels to ensure that all students reach and/or exceed state proficiency levels.

**Tier 2** is what SOME students receive *in addition* to Tier 1 instruction.

- The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance).
- Effective Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district.
- Tier 2 services are more intense (more time, narrow focus of instruction/intervention) than Tier 1.
- Tier 2 services can be provided by a variety of professionals (e.g., general education and/or remedial teachers, behavior specialists) in any setting.
- Since the number of minutes of Tier 2 services is in addition to Tier 1, the total amount of time a student receives Tier 1 and Tier 2 services is based, fundamentally, on the number of minutes all students receive Tier 1 supports.

**Tier 3** is what FEW students receive and is the most intense service level a school can provide to a student.

- Tier 3 services are provided to very small groups and/or individual students.
- The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success.
- Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services.
- Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student.
- The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district.

The tiers are differentiated by the intensity of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention. An increase in the number of minutes and the focus of exposure to quality instruction/intervention and/or increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus on instruction would be defined as "*more intensive instruction*." Therefore, Tiers 2 and 3 are defined within the context of Tier 1. The number of minutes of instruction and the breadth of that instruction that defines Tier 1 in a school will be the basis for the criteria for Tiers 2 and 3. For example, if ALL students receive 90 minutes of reading instruction in Tier 1 and that instruction includes phonemic awareness, phonics, fluency, vocabulary and comprehension, then Tier 2 would be defined as additional minutes of quality instruction and/or instruction that focus on one or more of the five areas of reading, but not all. The focus would be in the area of greatest need for the student. In general, a four step process will help define and differentiate the tiers: HOW MUCH additional time will be needed, WHAT will occur during that time, WHO is the most qualified person to deliver the "what" (instructional strategies) and WHERE will that additional instruction occur. Tier 3 will be the most intensive instruction the building can offer.

**Key Features of Successful Implementation**

An integrated model of support is based on several shared functions across behavior and academics. These functions include:

- Team Approach
- Evidence-based Practices
- Progress Monitoring
- Data-based Decisions
- Establish Commitment
- Establish Team
- Conduct Audit of Existing Implementation Status
- Establish Information Systems
- Develop Action Plan
- Implement Plan
- Collect and Analyze On-going Data
- Revise/Modify Plan

**Tentative 2013 – 2014 Calendar**
*Locations to be determined*

| | |
|---|---|
| June 17-21<br>*Summer*<br>*Institute* | MTSS Team Roles and Responsibilities<br>Team Initiated Problem Solving (TIPS)<br>Training and Evaluation Plan |
| August 12-13 | MTSS Consultant Training |
| Sept. 10-13 | Site Visits: Conduct data audit, SET assessment, MTSS self-assessment, curriculum inventory, vertical alignment and gap analysis |
| Sept. 24 | On-line PLC |
| Oct. 3-4 | Training: Universal Screening and Benchmarking; Curriculum Continuum (Tier 1 and 2) |
| Nov. 5 | On-line PLC |
| Dec. 3 | On-line PLC |
| Jan. 7 | On-line PLC |
| Feb. 20-21 | Training: Instructional Strategies; Implementation Fidelity; Student Outcomes |
| March 11 | On-line PLC |

| | |
|---|---|
| April 1-2 | Training: Tier 2 Interventions |
| May 4 | On-line PLC |
| Sept 26, Nov 7<br>Dec 5, Jan 9<br>Mar 13, May 8 | Optional Webinars, topics to be determined |

**Attachment O: MTSS Implementation Checklist**

## MTSS Implementation Checklist

My role: please check: Administrator ____ Facilitator___

Rate each item first on your level of confidence of understanding and second on your level of proficiency.

**1 being low, 5 being high**

12. Establishing a building leadership team for MTSS (includes principal and representative staff) to coordinate and manage implementation at school level
    Level of confidence (low) 1 2 3 4 5 (high)
    Level of proficiency (low) 1 2 3 4 5 (high)

13. Establishing a regular MTSS Team meeting schedule
    Level of confidence (low) 1 2 3 4 5 (high)
    Level of proficiency (low) 1 2 3 4 5 (high)

14. Establishing a schedule that allows for grade level, problem solving, and curriculum alignment discussions with participation of the teachers that collect the data and implement the academic and behavioral supports.
    Level of confidence (low) 1 2 3 4 5 (high)
    Level of proficiency (low) 1 2 3 4 5 (high)

15. Identifying and supporting the work of an MTSS Internal Facilitator (see Internal Facilitator job description, appendix A)
    Level of confidence (low) 1 2 3 4 5 (high)
    Level of proficiency (low) 1 2 3 4 5 (high)

16. Aligning MTSS implementation efforts with School Mission and School Improvement efforts.
    Level of confidence (low) 1 2 3 4 5 (high)
    Level of proficiency (low) 1 2 3 4 5 (high)

17. Implementing evidence based instructional strategies in all classrooms.
    Level of confidence (low) 1 2 3 4 5 (high)
    Level of proficiency (low) 1 2 3 4 5 (high)

18. Implementing evidence based practices associated with MTSS model (reading/literacy, math instruction, and positive behavior support) with fidelity.
    Level of confidence (low) 1 2 3 4 5 (high)
    Level of proficiency (low) 1 2 3 4 5 (high)

19. Collecting building-level information on student outcomes.
    - SWIS (student behavioral data system) or like system
    - Curriculum-Based Measures (DIBELS Data System DIBELSnet, or AIMSweb)

- State mandated assessments (Mont CAS)
- CBM or MAPS
- My Voice or like student climate survey

Level of confidence (low) 1 2 3 4 5 (high)
Level of proficiency (low) 1 2 3 4 5 (high)

20. Collecting building-level information on fidelity of implementation.
    - PBIS Program Quality Measures on PBIS Assessment (BoQ, BAT, SET, ISSET)
    - RtI Implementation Survey

    Level of confidence (low) 1 2 3 4 5 (high)
    Level of proficiency (low) 1 2 3 4 5 (high)

21. Collecting building-level information on program quality to support implementation.
    - SSBD
    - Math and Reading Benchmarking
    - Curriculum Inventory and Gap Analysis
    - Additional Evaluation Tools following specified data collection and submission schedule (see Assessment Schedule, appendix B

    Level of confidence (low) 1 2 3 4 5 (high)
    Level of proficiency (low) 1 2 3 4 5 (high)

22. Knowledge and confidence in interpretation and use of the data
    Level of confidence (low) 1 2 3 4 5 (high)
    Level of proficiency (low) 1 2 3 4 5 (high)

23. Implementing core concepts learned through trainings and work groups.
    Level of confidence (low) 1 2 3 4 5 (high)
    Level of proficiency (low) 1 2 3 4 5 (high)

24. Promoting community and family awareness and participation of MTSS implementation
    Level of confidence (low) 1 2 3 4 5 (high)
    Level of proficiency (low) 1 2 3 4 5 (high)

25. Working smarter not harder by braiding academic and behavioral problem solving and interventions.
    Level of confidence (low) 1 2 3 4 5 (high)
    Level of proficiency (low) 1 2 3 4 5 (high)

## Attachment P: TIPS Meeting Form

**TIPS Team Meeting Minute Form**

| | Date: | Time: | Location: | Facilitator: | Minute Taker: | Data Analyst |
|---|---|---|---|---|---|---|
| **Today's Meeting** | | | | | | |
| **Next Meeting** | | | | | | |

**Team Members:**

**Today's Agenda Items**

01.
02.
03.
04.
05.
06.

| Agenda for next Meeting |
|---|
| 1. |
| 2. |
| 3. |

**Previously Defined Problems**

| Precise Problem Statement, based on review of data (What, When, Where, Who, Why) | Solution Actions (Prevent, Teach, Prompt, Reward, Correction, Extinction, Adaptations, Safety) | Implementation and Evaluation | | | | |
|---|---|---|---|---|---|---|
| | | Who? | By When? | Goal with Timeline | Fidelity of Imp measure | Effectiveness of Solution/Plan |
| | | | | | ☐ Not started<br>☐ Partially Imp<br>☐ Imp Fidelity<br>☐ Done | ☐ Goal Met<br>☐ Better<br>☐ Same<br>☐ Worse |

**Administrative/General Information and Issues**

| Information for Team, or Issue for Team to Address | Discussion/Decision/Task (if applicable) | Who? | By When? |
|---|---|---|---|
| | | | |
| | | | |

**New Problems**

| | Implementation and Evaluation |
|---|---|

| Precise Problem Statement (What, When, Where, Who, Why) | Solution Actions (Prevent, Teach, Prompt, Reward, Correction, Extinction, Adaptations, Safety) | Who? | By When? | Goal with Timeline | Fidelity of Imp measure (How to Measure) | Effectiveness of Imp measure (How to Assess) |
|---|---|---|---|---|---|---|
| | | | | | | |

**Evaluation of Team Meeting (Mark your ratings with an "X")**

| | Our Rating | | |
|---|---|---|---|
| | Yes | So-So | No |
| 1. Was today's meeting a good use of our time? | | | |
| 2. In general, did we do a good job of ***tracking*** whether we're completing the tasks we agreed on at previous meetings? | | | |
| 3. In general, have we done a good job of actually ***completing*** the tasks we agreed on at previous meetings? | | | |
| 4. In general, are the completed tasks having the ***desired effects*** on student behavior? | | | |

If some of our ratings are "So-So" or "No," what can we do to improve things?

| **Facilitator Responsibilities** | **Data Analyst Responsibilities** |
|---|---|

1) *Before* meeting, provides agenda items to Minute Taker
2) Starts meeting on time
3) Determines date, time, and location of next meeting
4) *At* meeting, manages the "flow" of meeting by adhering to the agenda
   a) Prompts team members (as necessary) with the TIPS problem-solving "mantra"
      i) Do we have a problem?
      ii) What is the precise nature of the problem?
      iii) Why does the problem exist, and what can we do about it?
      iv) For problems with existing solution actions
         (1) What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Completed?
         (2) What will we do to improve implementation of our solution actions?
         (3) Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our

1) *Before* meeting, reviews SWIS data
   a) Identifies potential new problems with precision (What, Who, Where, When, Why)
   b) Asks Facilitator to add potential new Problems to list of agenda items for upcoming meeting
2) *At* meeting, makes the following available, as appropriate
   a) SWIS report on ODRs per day per month and SWIS "Big 5" reports (to identify/show potential new problems at broad/macro level)
   b) SWIS custom or other reports to:
      i) Identify/show potential new problems at precise/micro level
      ii) Confirm/disconfirm inferences regarding new problems
      iii) Show "pre-solution" data for identified problems that *do not* currently have implemented solution actions
      iv) Show "solution-in-process" data for problems that *do* have currently implemented solution actions
   c) Is active participant in meeting

**Minute Taker Responsibilities**

1) *Before* meeting
   a) Collects agenda items from Facilitator
   b) Prepares Meeting Minutes form
   c) Prints copies of the Meeting Minutes and Problem-Solving Action Plan form for each team member, or is prepared to project form via LCD
   d) Set up room for meeting, table, chairs, internet connection, LCD/document camera connection
   e) Open documents needed for the meeting (previous meeting minutes and a saved copy with current meeting date, SWIS and other data access as needed
2) *At* meeting, asks for clarification of tasks/decisions to be recorded in Meeting Minutes, as necessary
   a) Is active participant in meeting
3) *After* meeting
   a) Disseminates copy of completed Meeting Minutes to all team members within 24 hours

**Team Member Responsibilities**

1) *Before* meeting, recommends agenda items to Facilitator
2) *At* meeting, responds to agenda items and
   a) Analyzes/interprets data; determines if a new problem exists
   b) Ensures new problems are defined with precision (What, Who, Where, When, Why)
   c) Discusses/selects solutions for new problems
   d) For problems with existing solution actions
      i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Completed?
      i) Suggests how implementation of solution actions could be improved
      ii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?
   e) Is active participant in meeting

**Attachment Q: Program Measure 2a, b, c, d Explanation**

GRPA Program Measure 2.1 a, b, c, d: Progress towards the second program measure to demonstrate implementation improvement in SPDG-supported practices over time is reported by each initiative because of differences in how implementation is evaluated and measured. The unit of measurement is the school building because these initiatives involve implementation of changes to the system at the building level. Three of the initiatives, RTI Elementary, RTI Secondary, and MTSS established a baseline for improvement in Year 2. However, as explained under each initiative, baseline percentages for year 2 have been re-evaluated. The fourth initiative, RTI-Pre-School establishes a baseline in the current reporting period, Year 3.

OSEP Program Performance Measure 2.1.a – RTI-Elementary – The data for implementation improvement is derived from the RTI Implementation Survey that is completed by each RTI School Leadership Team to determine current extent of RTI component implementation, with the assistance of the school's RTI Consultant. School Teams use these data to write "next steps" in implementation and an improvement plan for the next year.

As evaluation for the current report was conducted, a re-evaluation of numbers of participating schools for Year 2 (last year) was conducted as a basis of comparison. The baseline numbers reported in Year 2 were incorrect, both in baseline number and percentage. As shown in Table 1 below that compare year 2 and 3 RTI-Elementary school numbers, the number of participating schools in SPDG training for RTI varies from year to year, depending upon whether schools are admitted in the new year or if they drop out of training. In year 2, there were 129 elementary schools that participated in training and in year 3, 119. That is, there were ten fewer schools participating in year as a result of 30 schools not reenrolling for year 3 and 20 new schools admitted. More schools applied to be admitted in year 3, however, due to budget decreases, it was decided to only admit 20 so that adequate training resources would be available.

Numbers of schools at each level are shown Table 2 below, by CSPD Region and a total by State. The actual baseline percentage of Year 2 should have been 49% at implementation or sustaining levels rather than the reported 32%. See Table 3 below for calculations. In Year 3, the percent of schools at implementation or sustaining levels rose to 65%, or by 16%. The project will track the schools reported in year 3 over the next two grant years as one cohort in order to calculate increase in implementation levels, which will more accurately determine progress toward a final goal of 90% implementation level by end of year 5.

**RTI-Elementary –Comparison of Elementary Schools over Year 2 and 3**

**TABLE 1 - Schools Participating in SPDG funded RTI-Elementary**
**Year 2 = 129; Year 3 = 119**

| Region | Year 2 only | Year 3 only | Both years 2 & 3 |
|---|---|---|---|
| **1** | 2 | 2 | 10 |
| **2** | 5 | 5 | 13 |
| **3** | 4 | 6 | 27 |
| **4** | 11 | 0 | 24 |
| **5** | 8 | 7 | 25 |
| **State Total** | **30** | **20** | **99** |

**TABLE 2**
**RTI Elementary – Implementation Levels Year 2 and Year 3 comparison by Region**

| Region and Year | Year | # Schools RTI – Elem Training | Exploring A | Exploring B | Implementing A | Implementing B | Sustaining |
|---|---|---|---|---|---|---|---|
| **Region 1** | **Year 2** | **12** | **4** | **3** | **4** | **1** | **0** |
| | **Year 3** | **12** | **2** | **3** | **1** | **5** | **1** |
| | | | | | | | |
| **Region 2** | **Year 2** | **18** | **8** | **1** | **3** | **5** | **1** |
| | **Year 3** | **18** | **1** | **5** | **6** | **6** | **0** |
| | | | | | | | |
| **Region 3** | **Year 2** | **31** | **11** | **6** | **9** | **4** | **1** |
| | **Year 3** | **33** | **6** | **5** | **9** | **10** | **3** |
| | | | | | | | |
| **Region 4** | **Year 2** | **35** | **3** | **13** | **12** | **6** | **1** |
| | **Year 3** | **24** | **1** | **4** | **8** | **10** | **1** |
| | | | | | | | |
| **Region 5** | **Year 2** | **33** | **9** | **8** | **9** | **7** | **0** |
| | **Year 3** | **32** | **8** | **7** | **6** | **11** | **0** |
| | | | | | | | |
| **State Totals** | **Year 2** | **129** | **35** | **31** | **37** | **23** | **3** |
| | **Year 3** | **119** | **18** | **24** | **30** | **42** | **5** |
| | | | | | | | |

**Year 2 = school year 2010-2011 (evaluated in Spring 2011)**
**Year 3 = school year 2011-2012 (evaluated Spring 2012)**
**Note: Implementation levels are evaluated in the Spring of each year and align with the student outcome performance data report period**

**TABLE 3**
**Calculation for Percent of Implementation – Implementing/Sustaining**

| | % IMPLEMENTING | # Schls Participating | Total # Imp/Sus | Imp A | Imp B | Sustain |
|---|---|---|---|---|---|---|
| **Year 2 (**4/1/2011-3/31/2012) | **48.8%** | **129** | **63** | **37** | **23** | **3** |
| **Year 3** (4/1/2012 – 3/31/2013) | **64.7%** | **119** | **77** | **30** | **42** | **5** |

OSEP Program Performance Measure 2.1.b – RTI-Secondary –The data for secondary level schools receiving SPDG funded support for implementation were attained and calculated in the same manner as RTI-Elementary (2.1.a above). Similarly, numbers reported for Year 2 were recalculated and the correct numbers are shown in the tables below.

As shown in Table 4 below that compare year 2 and 3 RTI-Secondary school numbers, the number of participating schools in SPDG training for RTI varies from year to year, depending upon whether schools are admitted in the new year or if they drop out of training. In year 2, there were 60 secondary schools that participated in training and in year 3, 46. That is, there were 14 fewer schools participating as a result of 26 schools not reenrolling for year 3 and 12 new schools admitted. More schools applied to be admitted in year 3, however, due to budget decreases, it was decided to only admit 12 so that adequate training resources would be available.

Numbers of schools at each level are shown Table 5 below, by CSPD Region and a total by State. The actual baseline percentage of Year 2 should have been 30% at implementation or sustaining levels rather than the reported 28%. See Table 6 below for calculations. In Year 3, the percent of schools at implementation or sustaining levels rose to 37%, or by 9%. The project will track the schools reported in year 3 as one cohort over the next two grant years in order to calculate increase in implementation levels, which will more accurately evaluate progress toward the year 5 goal of 60% implantation.

**TABLE 4**
**RTI-Secondary – Schools Participating in SPDG funded training**
**Year 2 = 60; Year 3 = 46**

| Region | Year 2 only | Year 3 only | Both years 2 & 3 |
|---|---|---|---|
| 1 | 1 | 3 | 6 |
| 2 | 5 | 1 | 4 |
| 3 | 5 | 1 | 7 |
| 4 | 7 | 4 | 8 |
| 5 | 8 | 3 | 9 |
| State Total | 26 | 12 | 34 |

**TABLE 5**
**RTI Elementary – Implementation Levels Year 2 and Year 3 comparison by Region**

| Region and Year | Year | # Schools RTI – MS/HS Training | Exploring A | Exploring B | Implementing A | Implementing B | Sustaining |
|---|---|---|---|---|---|---|---|
| Region 1 | Year 2 | 7 | 7 | 0 | 0 | 0 | 0 |
| | Year 3 | 9 | 6 | 0 | 0 | 3 | 0 |
| | | | | | | | |
| Region 2 | Year 2 | 9 | 5 | 3 | 0 | 1 | 0 |
| | Year 3 | 5 | 3 | 1 | 1 | 0 | 0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Region 3** | **Year 2** | **12** | **7** | **3** | **0** | **2** | **0** |
| | **Year 3** | **8** | **1** | **4** | **0** | **3** | **0** |
| | | | | | | | |
| **Region 4** | **Year 2** | **15** | **5** | **4** | **4** | **2** | **0** |
| | **Year 3** | **12** | **4** | **2** | **3** | **3** | **0** |
| | | | | | | | |
| **Region 5** | **Year 2** | **17** | **11** | **2** | **2** | **2** | **0** |
| | **Year 3** | **12** | **5** | **3** | **3** | **1** | **0** |
| | | | | | | | |
| **State Totals** | **Year 2** | **60** | **35** | **12** | **6** | **7** | **0** |
| | **Year 3** | **46** | **19** | **10** | **7** | **10** | **0** |
| | | | | | | | |

**Year 2 = school year 2010-2011 (evaluated in Spring 2011)**
**Year 3 = school year 2011-2012 (evaluated Spring 2012)**
**Note: Implementation levels are evaluated in the Spring of each year and align with the student outcome performance data report period**

**TABLE 6 Calculation for Percent of Implementation – Implementing/Sustaining**

| | **% IMPLEMENTING** | **# Schls Participating** | **Total # Imp/Sus** | **Imp A** | **Imp B** | **Sustain** |
|---|---|---|---|---|---|---|
| **Year 2 (**4/1/2011-3/31/2012) | **21.7%** | **60** | **13** | **6** | **7** | **0** |
| **Year 3** (4/1/2012 – 3/31/2013) | **36.9%** | **46** | **17** | **7** | **10** | **0** |

OSEP Program Performance Measure 2.1.c – RTI-Preschool – Establishes baseline in Year 3
The RTI-PreSchool initiative is using the Benchmarks of Quality (BOQ) evaluation tool to evaluate extent of implementation at their six pre-school pilot sites. Table7 below displays the implementation scores for each of 9 implementation domains. A Grand Mean percent of implementation was derived by the following procedure. An average domain score was calculated by adding the obtained scores for each site in a domain and dividing by the number of sites evaluated. The percentage of implementation for the domain was calculated by dividing the average domain score by the total possible points for that domain (example, Family Involvement obtained score was 4.8 and the total possible is 8 points, therefore the percent is 4.8 divided by 8.0 = 60%). Finally, a grand mean was calculated by adding the 9 domain obtained mean scores (61) and dividing by the 9 domain total points possible (94), or 94 divided by 61 equals 65% grand mean.

The RTI-PreSchool Initiative will use 65% as the baseline and project a 15% increase for each subsequent year so that by the end of Year 5, implementation will be at 95%.

**Spring 2012 BOQ-PS MTSS-Pre-K Early Childhood Pilot Sites**
**Benchmarks of Quality – Pre School (BOQ-PS) – 9 Domains**

| Pilot Program | Establish Leadership Team (12 pts) | Staff Buy In (4 pts) | Family Involvement (8 pts) | Program Wide Expectations (12 pts) | Strategies for teaching and acknowledging the program wide expectations (6 pts) | All classrooms demonstrate implementation of the pyramid model (12 pts) | Procedures response to challenging behaviors (12 pts) | Professional Development and Staff Support Plan (16 pts) | Monitoring Implementation Outcomes (12 pts) |
|---|---|---|---|---|---|---|---|---|---|
| CSKT-EC | 8 | 2 | 6 | 12 | 3 | 7 | 10 | 12 | 7 |
| Ravalli HS | 9 | - | - | 9 | 6 | - | - | - | 6 |
| Kootenai HS | 7 | 4 | 6 | 10 | 6 | 7 | 3 | 5 | 11 |
| SmallWonder | 3 | 1 | 2 | 0 | 0 | 6 | 0 | 3 | 0 |
| Great Falls | 10 | 4 | 2 | 4 | 10 | 12 | 11 | 14 | 12 |
| Co-Teach | 7 | 3 | 8 | 12 | 6 | 12 | 12 | 14 | 7 |
| **MTSS PRE-K AVERAGE:** | **7.3** | **2.8** | **4.8** | **7.8** | **5.2** | **8.8** | **7.2** | **9.6** | **7.2** |
| **Percent Pts** | **61%** | **70%** | **60%** | **65%** | **87%** | **73%** | **60%** | **60%** | **60%** |
| **Grand Mean** | **65%** | | | | | | | | |

OSEP Program Performance Measure 2.1.d – MTSS

The Multi-Tiered System of Supports (MTSS) initiative established a baseline last year using the Schoolwide Evaluation Tool, an external measure of implementation, with a primary emphasis on universal, foundational systems. As the MTSS project evolved through this year, an alternative way was used to determine extent of implementation so that there is an equal focus on all three tiers. The two new measures, when reviewed together, add an essential process in program development. Specifically, by using the two evidence-based measures the project leader and school teams get a better sense of where they are in the implementation process by comparing an external to internal perspective. Any differences between external and internal evaluation provides the opportunity for discussion about gaps in implementation and steps to improve the system. Both measures are administered in October of the school year, providing the opportunity to include steps for improvement in an action plan for the school year.

The selected measures were adopted from PBIS.org and are evidence-based and used widely. The internal evaluation is the Benchmarks of Advanced Tiers (BAT) which the school leadership team uses to evaluate their implementation of MTSS. The external evaluation is the Individual Student Systems Evaluation Tool (ISSET) which is administered by the MTSS Project Leader, a national trainer in braided systems. The table below provides the percent of implementation for each school by Tier and by Internal and External evaluation. A mean percent of implementation was calculated across the 6 MTSS schools to yield a project mean implementation percentage for both the external evaluation and internal evaluation scores for each tier. A grand Mean was calculated using only the External evaluation (ISSET) scores as these are considered to be the true score. The Grand Mean was calculated by adding the mean percent tier scores and dividing by 3, which yielded a percentage of implementation of 59% (58.8%) in year 3. However, when looking across the project by Tiers, results suggest that Tier 1 foundational supports are generally in place (77.8%), while Tier 2 (53.0%) and Tier 3 (45.7%) suggest a project focus on improving individual student

supports at targeted and intensive levels. There is wide variability (12% - 94%) in the extent of implementation between schools for Tier 2, but all 6 schools scored in the low range for Tier 3 (range 3%-58%).

It is important to note that for Tier 1, foundation systems, school teams closely agree with the external evaluator. However, Tier 2 and 3 scores reveal gaps in school team perceptions of implementation and actual implementation. These gaps in perception provided the project leader the opportunity to discuss with school teams what components of implementation contributed to the differences in scores. This information was used by school teams to write action plans for the school year. The project leader's recommendations to school teams are shown below the table.

**MTSS Implementation – Behavioral Tier Systems -Year 3**
**Self-Evaluation (BAT) vs External Evaluation (ISSET)**

| MTSS School | Tier 1 Foundation | | Tier 2 Targeted | | Tier 3 Intensive | |
|---|---|---|---|---|---|---|
| | Internal % Impl | External % Impl | Internal % Impl | External % Impl | Internal % Impl | External % Impl |
| Chief Joseph MS | 81 | 80 | 78 | 44 | 57 | 47 |
| Stevensville Elem | 100 | 77 | 97 | 12 | 84 | 41 |
| Paxson Elem | 85 | 85 | 76 | 87 | 67 | 58 |
| East Helena MS | 72 | 58 | 91 | 19 | 84 | 31 |
| West Elem | 85 | 95 | 92 | 94 | 94 | 55 |
| Broadwater | 88 | 72 | 92 | 62 | 29 | 42 |
| **Mean Percent Scores** | **73.1** | **77.8** | **75.4** | **53.0** | **59.7** | **45.7** |
| **MTSS PROJECT Grand Mean = 58.8%** | | | | | | |

Tier 1 Foundation = Universal prevention program
Tier 2 Targeted = Check In/Check Out (CICO)

Tier 3 Intensive = Replacement Behavior and Supportive Interventions based on Functional Based Assessment (FBA)

Note: Internal Self Evaluation = Benchmarks of Advanced Tiers (BAT); External Evaluation= Individual Student Systems Evaluation Tool (ISSET)

Discrepancies between self-evaluation and external evaluation scores are largely due to schools not having written proceduresfor things they understand but sometimes not fully implemented. Steps to increase implementation are:

1. Need documentation (written guidelines for Check in/ Check out and Social/Academic Support Groups and individual student support systems) that include
   -Description of the intervention
   -Staff involved in the intervention and their roles
   -Decision rules for deciding that the intervention is a good fit for the student
   -Expectations of the intervention
   -How the intervention will be monitored (fidelity checks of the staff as well as student outcomes)
   -Next steps if the intervention is successful, or if the intervention is not meeting the students needs
2. Functional Assessments and Behavioral Support Plans will be enhanced by
   -Clear hypothesis statement that includes what the problem behavior is, when is it most likely to happen and what does the student get when the behavior is

process

shown.
-Frequent fidelity checks on the behavioral support plan - checking to see that it is implemented as specified
-Frequent student outcome checks - is the support plan working
-Teaching of replacement behaviors
-Reinforcers for desired behavior that meet the student's original function of behavior

**Attachment R: Montana OPI SPDG Ongoing TA List**

## Montana OPI SPDG - Ongoing TA List

- Coaching/mentoring*
    - RtI facilitators receive coaching training and coach schools on the RtI process, teaching strategies, assessments, etc.
    - MTSS Project REAL began developing the job descriptions of MTSS consultants and facilitators which will include coaching/mentoring components.
    - RtI Administrators received an intensive administrative coaching and mentoring workshop in the fall of 2012
    - Select RtI Administrators participate in an on-line mentoring project through the RtI Network

- Implementation fidelity measurement & other types of observation*
    - RtI uses a combination of implementation rubrics, surveys and evidence checklists administered by consultants to measure fidelity of implementation
    - MTSS Project REAL used School Wide Information System (SWIS), Benchmarks Of Quality (BOQ), as well as an MTSS Implementation Survey

- Mini-workshops*
    - RtI developed mini modules to be presented as training options for identified regional needs such as CORE Multiple Measures, math diagnostic assessments, using AIMSWeb data, DIBELs data, and training sessions with Common Core
    - MTSS web-based trainings on the TIPS model, work-group webinars, training on Functional Behavioral Assessments (FBA), and training on Check-in/Check-out
    - RtI and MTSS trained on using technology for data collection and communication in conjunction with the Montana Regional Service Areas (RESA)

- Determining needs through data and providing guidance or tools to meet those needs*
    - RtI uses surveys of schools to ascertain their training needs. Use evaluations for feedback. Use the implementation rubrics to help guide schools to the training they need and the work that needs to be done in building their system.

- RtI Facilitators professional development needs are determined through a survey to help guide planning for the coming year's trainings
- MTSS schools utilize implementation surveys each year to help with gap analysis, BOQ, and SWIS.

- Maintaining data systems*
  - RtI training on how to use AIMSWeb and DIBELs data systems
  - MTSS training in use of SWIS for collection of behavioral data, School Evaluation Tool (SET), and BOQ

- Peer sharing*
  - RtI trains on team building and collaboration
  - The RtI Administrator Fall Workshop allowed them to collaborate and share ideas.
  - MTSS webinars allow for collaboration and idea sharing
  - The RtI Regional Training Webinars allow for collaboration and idea sharing among peers
  - MTSS teams shared out their successes

- Model demonstration site activities
  - RtI celebrates schools who have reached sustaining status and encourages schools to visit and tour these sites. One sustaining school principal offers training through RtI Leadership Network to new RtI schools.
  - MTSS has established our 6 pilot schools to serve as exemplar schools.

- Creating and disseminating enduring documents (procedural manuals)*
  - RtI has created a plethora of enduring documents and has a website to house them (http://opi.mt.gov/Programs/SchoolPrograms/RTI/)

  - MTSS has created documents as part of their face-to-face meetings and work groups housed both on the project site (https://sites.google.com/site/opiprojectreal/) and an internal wiki site (http://montanamtss.pbworks.com)

- Communities of Practice

- RtI has a well-established stakeholder group. In addition, Montana is part of a CoP consisting of a number of western states.
- MTSS was conceptualized through the guidance of its Leadership Team. The workgroups each function as individual CoP's within the framework of MTSS. For fiscal year 4, the workgroups will transition into formal PLCs.

- TA Networks (support from internal state/local TA&D systems)
  - RtI Network
  - IDEA Partnership
  - PBIS Center

- Regional PD partnerships*
  - CSPD Regions provide supplemental trainings for both RtI and MTSS schools. This partnership has been in place for 18 years.
  - Montana Regional Service Areas (RESA)
  - IDEA Partnership provides regional resources
  - RtI Leadership Network provides support to new principals

* = Evidence-based

TA Activity Percentage Targets Years 2-5

| | RTI Elementary | RTI Secondary | MTSS Braided |
|---|---|---|---|
| Year 2 (baseline) | 65% | 60% | 35% |
| Year 3 (4/1/12-3/31/13) | 70% | 65% | 40% |
| Year 4 (4/1/13-3/31/14) | 75% | 70% | 45% |
| Year 5 (4/1/14-3/31/15) | 80% | 75% | 50% |

**Attachment S: Performance Measure 1.1a, b, c**

Project Performance Measures 1.1.a, b.c -
The table below incorporates all the information relevant to items 1.1a, b, c and will be referred to in the explanations for each measure.

In Year 3, the MTSS Leadership Team developed a job description of a MTSS Facilitator, who will be an existing staff member of each MTSS School. A copy of theMTSS Facilitator job description is attached to this report. During Year 3, nine (9) MTSS Facilitators were identified by their qualifications, recruited, and began training and working as on site facilitators of the process. Part of their work was to help pilot and use the training materials identified as part of the MTSS process. In addition, MTSS Leadership recruited six (6) MTSS Consultants during this period to help support MTSS Facilitators. A copy of the MTSS Consultant job description is attached to this report.

Project Performance Measure 1.1.a -
The MTSS workgroups and administrators piloted and subsequently adopted many more tools for implementing and sustaining tiered services in their schools this year. In addition to the tools reported in Year 2 (bolded in the table), 13 more tools/materials were added, as listed in the table below. This far exceeds the goal of adding 5 documents per year. It would seem that this target needs to be adjusted to reflect the actual need of the project. Specifically, materials are being identified for infrastructure to the process and necessarily need to be identified earlier in the MTSS evolutionary process. It is suggested that the MTSS Project report any additional materials identified and adopted after Year 3, but that a target of 5 per year for years 4 and 5 is unrealistic since a total of 16 are already in use.

**MTSS Facilitator Materials Survey – Facilitators (N=7)**

| | **MTSS Implementation Materials Year 3** | **Used by Facilitator** | | | **Materials - Mean Score Rating = 1 (low) to 5 (high)** | | |
|---|---|---|---|---|---|---|---|
| | | **N=Yes** | **N=No** | **% Used** | **Useful** | **Relevant** | **Clear** |
| 1 | MTSS Facilitator Job Description | 4 | 2 | 67% | 2.0 | 2.0 | 2.0 |
| 2 | **Data Audit Tool** | 3 | 3 | 50% | 0.6 | 1.0 | 1.2 |
| 3 | Self-Assessment Survey (SAS) | 5 | 1 | 83% | 3.5 | 3.5 | 3.5 |
| 4 | School Climate Survey (MyVoice or similar climate survey) | 5 | 1 | 83% | 3.8 | 4.6 | 5.0 |
| 5 | Student Office Referral Data Management (SWIS or other system) | 5 | 1 | 83% | 5.0 | 5.0 | 5.0 |
| 6 | Student Data Management Systems for Tier 2 Interventions (CICO, SWIS or similar system) | 6 | 0 | 100% | 4.5 | 4.7 | 4.7 |
| 7 | Student Data Management Systems for Tier 3 Interventions (ISIS, SWIS or similar system) | 4 | 2 | 67% | 4.0 | 4.3 | 4.0 |
| 8 | Team Initiated Problem Solving (TIPS) Model | 4 | 2 | 67% | 4.3 | 4.3 | 3,8 |
| 9 | **Matrix of Evidence Based Practices** | 5 | 1 | 83% | 4.4 | 4.6 | 4.6 |
| 10 | **Family Engagement Checklist** | 6 | 0 | 100% | 3.5 | 3.6 | 3.3 |
| 11 | Benchmarks of Quality (BoQ) | 6 | 0 | 100% | 4.0 | 4.3 | 4.3 |
| 12 | Benchmarks of Advanced Tiers (BAT) | 6 | 0 | 100% | 4.7 | 5.0 | 5.0 |
| 13 | Systems Evaluation Tool (SET) | 6 | 0 | 100% | 4.7 | 4,7 | 4.7 |
| 14 | Individual Student Systems Evaluation Tool (ISSET) | 5 | 1 | 83% | 4.8 | 4.8 | 4.3 |
| 15 | RtI Level of Implementation Survey – online (used by MTSS Consultant) | 2 | 4 | 33% | 5.0 | 5.0 | 5.0 |
| 16 | Rubric for Assessing RTI Implementation (used by school) | 3 | 3 | 50% | 4.3 | 4.3 | 4.3 |
| *17 | Dynamic Indicators of Basic Early Literacy Skills (DIBELS) | 2 | 4 | 33% | 5.0 | 5.0 | 5.0 |
| *18 | AimsWeb (curriculum based measurement, CBM) | 2 | 4 | 33% | 5.0 | 5.0 | 5.0 |
| *19 | Measure of Academic Progress System (MAPS) or other CBM tools | 5 | 1 | 83% | 5 | 5.0 | 4.4 |
| | ****MTSS Project Materials Usage and Mean Scores** | | | | **3.9** | **4.1** | **4.1** |
| | **Percentages** | | | **78%***** | **78%** | **82%** | **82%** |
| | | | | | **Grand Mean = 81%** | | |

**BOLDED** Measures (n=3) were identified and reported in Year 2 of the grant. All other measures (1, 3-8, 11-16) were identified, piloted, and used by at least some of the Facilitators in Year 3.
*These measurement materials (items 17, 18, and 19) vary from school to school, depending upon grade level, school academic data system, etc., therefore no one measure is expected to be at 100% usage.
**MTSS Project mean usage % and mean scores for useful, relevant, and clear do not include items 17, 18, 19.
***Mean percentage of usage calculated by dividing total yeses to items 1-16 (75) by total possible yeses to same items (96).

Project Performance Measure 1.1.b -
See Table above. The 7 MTSS Facilitators completed a survey that listed MTSS Materials and asked them to identify those they had used at their school. Results overall show that 78% of the materials are used by Facilitators, who are new to their role. The survey identified those materials that have not yet been put into use by some Facilitators, thus a focus in the new year will be in implementing full usage of materials.

Project Performance Measure 1.1.c –
See Table above. On the same survey, Facilitators were asked to rate how "useful, relevant, and clear" each tool was to them for implementation at their school. The ranking was based on a 5-point scale, with 1 (lowest), 2, 3, 4, 5 (highest). Means were calculated for each category across the 16 listed materials and resulted in the scores shown in the table (3.9, 4.1, 4.1 respectively). A percentage was calculated by dividing the mean by 5 (highest rank), which yielded: Usefulness, 78%, Relevance, 82% and Clarity, 82%. A Grand Mean across all 3 categories was calculated by adding the percentages and dividing by 3, which yielded a grand mean of 81%. The target is 85% but we feel that 81% is an excellent score given the novelty of the materials that were adopted just this year and the recent role of facilitation for the MTSS Facilitators.

**Attachment T: Performance Measure 1.2a, b, c, d, e, f**

Project Performance Measure 1.2.a –
The RTI-Secondary Leadership Team began development of and/or adopted the 8 training documents below that are designed to help middle and high school RTI Teams reflect on current practices and then make decisions on how they want to apply tiered services in their own schools. Since the nature of RTI in secondary schools is often very different in elementary schools where the focus is on reading and/or math, there is more foundational work required of the secondary school teams in respect to identifying their initial focus in tiered systems. These materials are used in conjunction with specific trainings developed to assist schools through this process. The training documents and purpose for each are presented in the table below.

In years 4 and 5, the RTI-Secondary Leadership Team will develop training materials that target specific domains of tiered serves the secondary schools identify.

| **Training Material** | | **Purpose** |
|---|---|---|
| 1 | RtI MS-HS Implementation Rubric | Helps school leadership team understand the steps towards full implementation of tiered RtI supports and then identify where the school is in the process. Results used for action planning. |
| 2 | Digging Deeper | Assists school team identify specific areas of concern in the school, for example attendance, or test scores. Once the concern is identified, the document helps the team problem solve to potential solutions. |
| 3 | Collaborative Teaming/Strong Leadership Survey Analysis and Goals | Assists the school leadership team in identifying specific ways to address essential components of RtI such as teaming, data-based decision making, and strong leadership essentials. |
| 4 | Identifying current EWS Practices at Your School | Assists leadership team in thinking through ways and reasons for which students fall off track for graduation. Once identified, helps team identify if current practices help deter school dropout. |
| 5 | Analyzing Middle School and High School Interventions | Assists leadership team in identifying what interventions are in place in the school by name, purpose, target group, outcome, and staff involved. Can identify gaps and overlaps. |
| 6 | 6 Big Ideas in Family/Community Involvement | Identifies the 6 most important ways in which schools connect with families. Leadership team rates whether idea is in place, partially in place, or not at all. Assists in identifying gaps in best practice. |
| 7 | Communication Plan Worksheet | Assists leadership team in identifying different types of communication between student/family/school and is a rubric for deciding who initiates communication, content and when and how often communication is made. |
| 8 | Define School Partnering Roles and Responsibilities | Rubric leadership team discusses and completes definitions of within school and community partners; who, how, responsibilities. |

Project Performance Measures 1.2.b and1.2.c

RTI-Secondary Facilitators rated the above training materials in March, 2013 to determine their usage and ratings of usefulness, relevance, and clarity. Results of the survey are shown in the table below. Usage of materials was low for items 3 through 8, but Facilitators commented that they had not yet had the opportunity to use these in training. For the items 1 and 2, Facilitators use these and rate them as highly useful, relevant, and clear. Several commented that the Implementation Rubric is fundamental to the process. The RTI-Secondary Leadership team will use feedback from the survey to improve training materials and to guide the development of more training materials.

The percentage of usage for 1.2.b, 48%, was calculated by averaging the percent used over the 8 measures. The target was 85%, but by March, 2013, many of the facilitators had not yet had the opportunity to use items 3-8. The percentage for item 1.2.c, 77% was calculated from the grand mean of 3.8 divided by 5, the total points possible on the survey.

**RTI-Secondary – Facilitator Training Materials Survey**

| **Training Materials** | | **% Facilitators Used** | **Rated 1 (lowest), 2, 3, 4, 5 (highest)** | | |
|---|---|---|---|---|---|
| | | | **Useful** | **Relevant** | **Clear** |
| **1** | RTI MS-HS Implementation Rubric | 100% | 4.4 | 4.6 | 4.0 |
| **2** | Digging Deeper | 80% | 4.0 | 4.8 | 4.0 |
| **3** | Collaborative Teaming/Strong Leadership Survey Analysis and Goals | 40% | 3.5 | 4.0 | 3.5 |
| **4** | Identifying Current EWS Practices At Your School | 40% | 4.0 | 5.0 | 4.5 |
| **5** | Analyzing Middle School and High School Interventions | 40% | 3.5 | 4.5 | 4.5 |
| **6** | 6 Big Ideas In Family/Community Involvement | 40% | 3,0 | 3.0 | 3.5 |
| **7** | Communication Plan Worksheet | 20% | 1.0 | 2.0 | 4.0 |
| **8** | Define School Partnering Roles and Responsibilities | 20% | 4.0 | 3.0 | 3.0 |
| | | | **3.5** | **3.9** | **3.9** |
| | | **48%** | **Grand Mean = 3.8 77% overall** | | |

Project Performance Measure 1.2.d – Request remove this measure

In year, 3, we have 46 secondary schools who participated in RTI-Secondary trainings, which when compared to Year 1, when only 10 schools were implementing RTI, far exceeds the target of 85%. We request to remove this performance measure because it is very similar to OSEP Program Goal 2 but is much less useful in the information it provides. Specifically, OSEP Program Goal 2.b states that The RTI – Secondary School Initiative of academic tiered services will increase the percentage of schools implementing RTI at the secondary level by 10 % per year after a baseline is established. Year 2 will report the aggregated baseline of implementing and sustaining schools, years 3, 4, and 5 of will report a 10% increase in number of schools at either implementation or sustainability levels.

This performance measures asks to compare numbers of schools to Year 1, when there were approximately 10 secondary schools implementing RTI in Montana. This item asks for 85% more schools than in year 1, which would be 18 schools, and in year 3 we already have 46 schools. Therefore, we have already far exceeded the target.

Project Performance Measure 1.2.e

Summarized results of training evaluations rated by RTI Secondary teams who attended training sessions are shown in the table below. The Grand Mean across items was calculated by adding the item mean scores and dividing by 5 (items), which yields a Grand Mean of 3.1. A percent of effectiveness was calculated by dividing the Grand Mean of 3.1 by 4.0, the total possible, which yielded an effectiveness rate of 78%. Training attendees responded at a rate of 85% to the item of whether or not they would recommend to a colleague, which is a proxy for effectiveness.

**RTI-Secondary Training Evaluations Summary**

| **Training attendees rated items on scale of: 1 (lowest), 2, 3, 4 (highest)** | **Mean Scores by Item** |
|---|---|
| Overall, the presenters demonstrated thorough knowledge of the topic | **3.3** |
| The content presented was aligned with my need | **3.1** |
| The workshop hands-on activities were useful | **2.8** |
| There was an opportunity for collaborative learning with other participants. | **3.2** |
| The training activities were designed for diverse learning styles | **2.9** |
| *Would you recommend this session to a colleague? | **85%** |
| | |
| **GRAND MEAN = 3.1 Overall 78%** | |

*Percent of respondents who replied yes

Project Performance Measure 1.2.f – Year 3 establishes baseline

The table below summarizes the mean reading score obtained on the state outcomes test, the MontCAS for grades 6, 7, 8 and 10, for those middle and high schools participating in the RTI-Secondary initiative in Year 3. The table displays scores by CSPD Region because training is provided by regions. A mean score for each grade was derived by adding the mean scores for each grade and then dividing by 5 (5 regions). A Grand Mean across grades was calculated by adding the grade mean scores and dividing by 4; the Grand Mean score of 276.1 will be the baseline to measure an increase in mean scores in years 4 and 5 for 85% of the schools.

**RTI – Secondary – Spring 2012 Student Performance Outcome Mean Reading Scores X Grade X Region**
**Montana Statewide Testing – MontCAS – Reading**

| CSPD Region | Middle/High School Grade Level – Reading Score Means and Ranges | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Grade 6 | | Grade 7 | | Grade 8 | | Grade 10 | |
| | Mean | Range | Mean | Range | Mean | Range | Mean | Range |
| **Region 1** | 265.7 | - | 266.8 | 255-257 | 273.8 | 249-287 | 266.3 | 244-288 |
| **Region 2** | 260.6 | - | 279.3 | 273-291 | 272.7 | 255-288 | 269.1 | 247-290 |
| **Region 3** | 279.6 | 264-288 | 277.3 | 262-286 | 277.4 | 267-284 | 283.9 | 252-292 |
| **Region 4** | 286.9 | 281-292 | 286.0 | 278-292 | 280.2 | 270-288 | 279.7 | 272-286 |
| **Region 5** | 280.7 | 269-288 | 279.0 | 277-291 | 281.2 | 258-292 | 276.4 | 259-285 |
| | | | | | | | | |
| **Average by Grade** | **274.7** | | **277.7** | | **277.1** | | **275.1** | |
| **Grand Mean Score Across Grades 276.1** | | | | | | | | |

**Attachment U: Performance Measure 1.3a, b, c**

Project Performance Measure 1.3.a

By the end of the grant period, a total of 9 Facilitators have been identified within the 6 MTSS Schools. The goal is to have at least 2 Facilitators in each school. In addition, the MTSS Project now has identified 6 MTSS Consultants, 3 who are State Consultants for RTI (academic) and 3 who are State Consultants for MBI (behavioral). Each Consultant has been assigned 2 MTSS Schools for which they provide support for the Facilitators. The MTSS Coordinator, Marla Dewhirst (a national leader in braided systems) visited each MTSS Site this year at least twice. In February, 2013, her visit included an informal evaluation of Facilitator proficiency as a way to provide training targets for each Facilitator. Although this performance measure is to be a mean of Facilitator self and external evaluation, a form external evaluation protocol has not yet been established. Therefore, for purposes of reporting proficiency for this project measure, we provide the self-evaluation each Facilitator conducted relative to the MTSS Implementation Checklist. Each component of MTSS implementation was rated by how confident the Facilitator is in understanding the component and how proficient they feel in implementing the component. Overall, Facilitators rated themselves more confident in knowledge and understanding than then did in proficient in implementing. It is expected the a self-awareness about proficiency will come with time and feedback from the MTSS Coordinator. Results of the MTSS Implementation Checklist are shown in the Table below. A mean for confident and proficient was calculated for each MTSS Component across Facilitators. A Grand Mean for Confidence and Proficiency was calculated by averaging the Component Means. The Proficiency Grand Mean (4.1) was transformed into a percentage by dividing by 5 (the highest point possible). The self-evaluated Proficiency is 82%.

**MTSS Implementation Checklist – March 2013; Year 3**

| | **MTSS Implementation Item Rated as 1 (lowest), 2, 3, 4, or 5 (highest)** | **MTSS Facilitators Only (n=7)** | | | |
|---|---|---|---|---|---|
| | | **Confident Mean** | **Range** | **Proficient Mean** | **Range** |
| 1 | Establishing building leadership team for MTSS to coordinate and manage implementation at school level | 4.8 | 4-5 | 3.5 | 1-5 |
| 2 | Establishing a regular MTSS Team meeting schedule | 4.3 | 1-5 | 3.7 | 1-5 |
| 3 | Establishing a schedule that allows for grade level, problem solving, and curriculum alignment discussions with participation of the teachers that collect the data and implement the academic and behavioral supports | 4.8 | 4-5 | 3.8 | 1-5 |
| 4 | Identifying and supporting the work of an MTSS Internal Facilitator (see Internal Facilitator job description) | 3.7 | 1-5 | 3.4 | 1-5 |
| 5 | Aligning MTSS implementation efforts with School Mission and School Improvement efforts. | 4.6 | 2-5 | 4.3 | 1-5 |
| 6 | Implementing evidence based instructional strategies in all classrooms | 4.9 | 4-5 | 4.4 | 3-5 |
| 7 | Implementing evidence based practices associated with MTSS model (reading/literacy, math instruction, and positive behavior support) with fidelity. | 4.7 | 4-5 | 4.1 | 3-5 |
| 8 | Collecting building-level information on student outcomes. SWIS; CBM measures (DIBELS, Aimsweb, etc); MontCAS, MAPs, My Voice or similar climate survey | 5.0 | 5-5 | 5.0 | 5-5 |
| 9 | Collecting building level information on fidelity of implementation. | 4.7 | 4-5 | 4.6 | 4-5 |
| 10 | Collecting building-level information on program quality to support implementation. SSBD/ benchmarking; | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | Curriculum inventory and Gap analysis; additional evaluation tools | 4.4 | 3-5 | 4.3 | 3-5 |
| 11 | Knowledge and confidence in interpretation and use of data. | 4.7 | 3-5 | 4.4 | 3-5 |
| 12 | Implementing core concepts learned through trainings and work groups. | 4.9 | 4-5 | 4.3 | 3-5 |
| 13 | Promoting community and family awareness and participation of MTSS implementation. | 3.7 | 3-4 | 3.4 | 3-4 |
| 14 | Working smarter not harder by braiding academic and behavioral problem solving and interventions | 4.3 | 3-5 | 4.0 | 2-5 |
| **GRAND MEAN & & Confident and Proficient Scores** | | **4.5** | **90%** | **4.1** | **82%** |

Project Performance Measure 1.3.b

We are requesting to delete this project measure. After conferring with the MTSS Coordinator, it was decided that proficiency in coaching is redundant to proficiency in implementing the MTSS components listed in Project Performance Measure 1.3.a. Coaching is embedded into the implementation of each component. The MTSS Coordinator will evaluate each Facilitator in years 4 and 5 for proficiency in MTSS Implementation and these results will be reported in the 1.3.a project measure (above).

Project Performance Measure 1.3.c

We are requesting to delete this project measure as it is redundant with Project Performance Measure 2.5.a. The technology-based tools and strategies that are reported in that measure include distance technology tools and strategies that support the MTSS Schools. These distance technologies include yearly benchmarking tools, webinars, MTSS workgroup by Adobe Connect, and so forth. The table presented in Project Performance Measure 2.5 a, b, and c discusses the use of technology that includes distance technology.

**Attachment V: Performance Measure 1.4a, b**

Project Performance Measure 1.4.a

MTSS School Principals rated each Administrator Webinar in Year 3 on the webinar topic information as to whether it was useful, relevant to MTSS in their school, and clear. The mean ratings across administrators (and score ranges) were calculated and are presented in the table below. A mean score across webinars in each category (useful, relevant, clear) was derived by adding the mean scores and dividing by 3 (3 webinars), resulting in overall mean ratings of 4.7 (useful), 4.7 (relevant, 4.5 (clear). A Grand Mean was calculated by adding the 3 category means and dividing by 3, which resulted in a Grand Mean of 4.6, or an overall rate of 92% (4.6 divided by 5 highest possible point)

**MTSS Administrator Webinar Series Survey – Year 3**

| Webinar Date | Webinar Topic | Useful Mean | Range | Relevant Mean | Range | Clear Mean | Range |
|---|---|---|---|---|---|---|---|
| 11/28/12 | Universal Screening and Lessons Learned –the Systematic Screening for Behavior Disorders | **4.7** | 4-5 | **4.7** | 4-5 | **4.7** | 5-5 |
| 12/13/12 | MBI Lunch and Learns Administrative Offerings | **4.3** | 4-5 | **4.3** | 3-5 | **4.0** | 5-5 |
| 01/10/13 | Instructional Strategies Walk Through to Enhance - GREAT 8 Professional Developments | **5.0** | 4-5 | **5.0** | 3-5 | **4.8** | 4-5 |
| **MTSS Administrator Webinars - Overall Mean Ratings** | | **4.7** | | **4.7** | | **4.5** | |
| | | | | | | **GRAND MEAN ACROSS RATINGS = 4.6 92%** | |

Project Performance Measure 1.4.b

In March, 2013, MTSS School Administrators (Principals) were asked to rate their level of confidence and proficiency for implementing the specific components outlined in the MTSS Implementation Checklist. The table below shows the confident and proficient means scores (an range of scores) across administrators for each of the 14 items on the MTSS Implementation Checklist. A Grand Mean Confidence and Proficient score was calculated by adding the mean scores across items and dividing by 14, resulting in an Administrator confidence of 4.6, or a rate of 92%, which exceeds the target of 85%. Administrators rated their current proficiency in implementing each item at a mean score of 3.7, or at a 74% rate. The MTSS Project Leader will work with Administrators over the next 2 years to increase their perception of proficiency in implementation.

**ADMINISTRATORS - MTSS Implementation Checklist – March 2013; Year 3**

| MTSS Implementation Item | | Rating Scale = 1 (lowest), 2, 3, 4, 5 (highest) | | | |
|---|---|---|---|---|---|
| | | Confident Mean | Range | Proficient Mean | Range |
| **1** | Establishing building leadership team for MTSS to coordinate and manage implementation at school level | **5.0** | 5-5 | **3.4** | 2-5 |
| **2** | Establishing a regular MTSS Team meeting schedule | **4.8** | 4-5 | **3.6** | 1-5 |
| **3** | Establishing a schedule that allows for grade level, problem solving, and curriculum alignment discussions with participation of the teachers that collect the data and implement the academic and behavioral supports | **4.6** | 3-5 | **3.6** | 2-5 |
| **4** | Identifying and supporting the work of an MTSS Internal Facilitator | **4.8** | 4-5 | **4.2** | 3-5 |
| **5** | Aligning MTSS implementation efforts with School Mission and School Improvement efforts. | **4.8** | 4-5 | **3.4** | 1-5 |
| **6** | Implementing evidence based instructional strategies in all classrooms | **4.6** | 3-5 | **3.8** | 3-5 |
| **7** | Implementing evidence based practices associated with MTSS model (reading/literacy, math instruction, and positive behavior support) with fidelity. | **4.6** | 4-5 | **3.6** | 3-4 |
| **8** | Collecting building-level information on student outcomes. SWIS; CBM measures (DIBELS, Aimsweb, etc); MontCAS, MAPs, My Voice or similar climate survey | **4.8** | 4-5 | **4.4** | 3-5 |
| **9** | Collecting building level information on fidelity of implementation. | **4.6** | 4-5 | **4.4** | 3-5 |
| **10** | Collecting building-level information on program quality to support implementation. SSBD/ benchmarking; Curriculum inventory and Gap analysis; additional evaluation tools | **4.2** | 4-5 | **3.2** | 2-4 |
| **11** | Knowledge and confidence in interpretation and use of data. | **5.0** | 5-5 | **4.0** | 3-5 |
| **12** | Implementing core concepts learned through trainings and work groups. | **4.6** | 4-5 | **3.4** | 2-5 |
| **13** | Promoting community and family awareness and participation of MTSS implementation. | **3.8** | 2-5 | **2.6** | 1-4 |
| **14** | Working smarter not harder by braiding academic and behavioral problem solving and interventions | **4.6** | 4-5 | **3.8** | 3-5 |
| **GRAND MEAN Confident and Proficient Scores** | | **4.6** | | **3.7** | |
| | | **92%** | | **74%** | |

**Attachment W: Performance Measure 2.1a, b, c, d, e**

Project Performance Measure 2.1.a

The measure is scheduled to be reported again in Year 4. MTSS recruited and maintained 6 schools in Year 1 and is recruiting at least 5 more schools for Year 4. The six schools currently participating in the MTSS Project and student enrollment data for Years 2 and 3 are shown in the table below. Student enrollment increased overall by 89 students, with five of the six schools increasing their enrollment in Year 3.

Two markers of progress towards successful implementation of tiered services are rates of absenteeism and office discipline referrals (ODRs). As positive school climate and student academic and behavioral success increase, students will be more engaged in their education and, therefore, will be absent from school fewer days and display fewer problem behaviors. In the Table below, we also include absenteeism rates for the grant period and ODR rates for the months of September and October, 2012. Although we did not set these two markers as performance measures specifically, we will report these rates in years 4 and 5 to evaluate lowered absenteeism and ODR rates.

| School Name | Grades served | City/Town in Montana | Number of Students | | Absenteeism Rates* | ODR Rates* Sept-Oct 2012 |
|---|---|---|---|---|---|---|
| | | | Year 2 | Year 3 | Year 3 | Year 3 |
| East Valley MS | 6-8 | East Helena | 362 | 369 | NR | 2.69 |
| Chief Joseph MS | 6-8 | Bozeman | 556 | 605 | 7.4% | 3.74 |
| West Elementary | K-6 | Great Falls | 470 | 488 | 5.5% | 4.04 |
| Broadwater Elementary | K-5 | Helena | 283 | 274 | 5.8% | 5.23 |
| Paxson Elementary | K-5 | Missoula | 337 | 348 | 5.4% | 3.44 |
| Stevensville Elementary | K-6 | Stevensville | 445 | 458 | 7.8% | 1.68 |
| **Total Enrollment** | | | **2453** | **2542** | | |
| **MTSS PROJECT Grand Mean** | | | | | **6.4%** | **3.47** |

***Absenteeism and ODR Rates by School are shown in 2 Tables below**

| MTSS School | | School Mean | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Broadwater Elem | Gr K-5 | **5.8%** | 8.0% | 6.1% | 4.7% | 5.9% | 5.9% | 4.1% | **.** | **.** | **.** |
| Paxson Elem | Gr K-5 | **5.4%** | 4.9% | 6.2% | 4.1% | 6.2% | 5.0% | 5.7% | . | . | . |
| Stevensville Elem | Gr K-6 | **7.8%** | 10.1% | 7.3% | 7.8% | 7.8% | 6.2% | 6.7% | 8.0% | . | . |
| West Elem Elem | Gr K-6 | **5.5%** | 6.8% | 5.4% | 5.2% | 5.5% | 4.6% | 5.4% | 5.8% | . | . |
| Chief Joseph MS | Gr 6-8 | **7.4%** | . | . | . | . | . | . | 6.7% | 7.2% | 8.2% |
| East Valley MS | Gr 6-8 | **NR** | . | . | . | . | . | . | NR | NR | NR |
| **Project Grand Mean** | | **6.4%** | **7.4%** | **6.2%** | **5.5%** | **6.3%** | **5.4%** | **5.5%** | **6.8%** | **7.2%** | **8.2%** |

NR = not reported

**MTSS Schools September-October 2012 – Average # Office Discipline Referrals per Day**

**Source: School Wide Information Systems (SWIS)**

| | MTSS Schools – Average # ODRs per Day | | | | | | Across MTSS Project |
|---|---|---|---|---|---|---|---|
| | **Broadwater** | **Cf Joseph** | **East Valley** | **Paxson** | **Stevensville** | **West** | |
| **September 2012** | **5.00** | **2.33** | **2.05** | **4.50** | **1.11** | **3.32** | **3.05** |
| **October 2012** | **5.45** | **5.14** | **3.33** | **2.38** | **2.24** | **4.76** | **3.88** |
| **2-Month Average** | **5.23** | **3.74** | **2.69** | **3.44** | **1.68** | **4.04** | **Grand Mean 3.47** |

Project Performance Measure 2.1. b,

The MTSS Project uses the ISSET to determine percent of implementation for Tiers 1, 2 and 3. The ISSET is administered by the MTSS Project Leader as an external evaluation. Results this year indicate an increase at Tier 1 across schools, with West Elementary meeting the 95% implementation level for Tier 1, or 1 out of 6 schools (17%)

**MTSS Implementation – Behavioral Tier Systems -Year 3**
**External Evaluation (ISSET)**

| **MTSS School** | **Tier 1 %** | **Tier 2 %** | **Tier 3 %** |
|---|---|---|---|
| Broadwater Elementary | 72 | 62 | 42 |
| Chief Joseph Middle School | 80 | 44 | 47 |
| East Valley Middle School | 58 | 19 | 31 |
| Paxson Elementary | 85 | **87** | 58 |
| Stevensville Elementary | 77 | 12 | 41 |
| West Elementary | **95** | **94** | 55 |
| **MTSS Project %** | **77.8%** | **53.0%** | **45.7** |
| **% of Schools Implemented to Criterion** | **17%** | **33%** | **0%** |

Project Performance Measure 2.1.c - See table above. 2 of 6 schools, or 33% are implemented at Tier 2 ≥80%
Project Performance Measure 2.1.d = See table above. 0 of 6 schools are implemented at Tier 3 ≥80%

The measure for implementation of the academic process (RTI) does not break down the implementation score by tiers. It rates the whole RTI system in respect to components that affect each tier. The RTI-Evaluation Survey is one that each school completes online with their RTI consultant each fall. Results of Year 2 and Year 3 Surveys by MTSS School are shown in the table below. An implementation percentage was calculated for each school by dividing the points scored on the evaluation by the total points, 30.

**MTSS Schools – RTI Implementation Scores Years 2 and 3**

| MTSS School | Year 2 Score | Year 2 Level | Year 3 Score | Year 3 Level | % Full ImpleImpl |
|---|---|---|---|---|---|
| Broadwater Elementary | 23 | Imp B | 15 | Imp A | 50% |
| Chief Joseph Middle School | 4 | Exp A | 17 | Imp A | 57% |
| East Valley Middle School | 13 | Imp A | 22 | Imp B | 73% |
| Paxson Elementary | 10 | Exp B | 5 | Exp A | 17% |
| Stevensville Elementary | 25 | Imp B | 26 | Imp B | 87% |
| West Elementary | 21 | Imp B | 12 | Exp B | 40% |

| RTI Implementation Level Key and Scoring | | Points |
|---|---|---|
| Exploring A | Exp A | 0-5 |
| Exploring B | Exp B | 6-12 |
| Implementing A | Imp A | 13-18 |
| Implementing B | Imp B | 19-27 |
| Sustaining | Sus | 28-30 |
| | | |

Project Performance Measure 2.1.e

MTSS Schools measure student performance using either curriculum based measures (DIBELS, AIMSweb) or computerized academic testing linked to state standards (MAPS). The project uses the Spring benchmark testing to evaluate student performance. Year 3 is the first year we are reporting these data and will serve as our baseline. The tables below show the performance data by grade and by tier, with the top table comprised of CBM measures and the bottom of MAPS scores. The MTSS aggregated percentages are in the bottom table in the last column. The Year 3 percentage across MTSS Schools at Tier 1 is 67.8%.. As implementation of supported tiered services increases, it is expected that student outcome scores will also improve. In Year 2, Tier 2 is at 22.1% and Tier 3 is at 10.2%. These tiers should decrease in percentage as Tier 1 increases.

**MTSS Schools – Benchmark Data –- Year 3, Spring 2012**

| Tier | DIBELS and AIMSWeb (N=5 Schools) | Kinder PSF | Grade 1 ORF | Grade 2 ORF | Grade 3 ORF | Grade 4 ORF | Grade 5 ORF | Grade 6 ORF | Grade 6&7 RC | Grade7 ORF | Grade 8 RC | Grade 8 ORF | CBM Total & % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **1** | **# Students Tier 1** | 148 | 102 | 122 | 99 | 108 | 67 | 150 | 198 | 79 | 136 | 4 | **1213** |
| | **Mean Score** | 53.8 | 106.7 | 139.0 | 156.8 | 174.7 | 169.3 | 195.7 | 16.5 | 205.3 | 16 | 187 | |
| | **Mean Range of Scores** | 37-70 | 42-172 | 91-187 | 110-2-4 | 120-229 | 127-212 | 144-247 | 15-19 | 161-250 | 13-19 | 157-216 | |
| | **% Total Students Tier 1** | 91.4% | 72.9% | 77.2% | 66.0% | 69.7% | 68.4% | 64.9% | 54.8% | 75.2% | 74% | 19% | **66.7%** |
| | | | | | | | | | | | | | |
| **2** | **# Students Tier 2** | 11 | 22 | 23 | 36 | 27 | 20 | 67 | 129 | 21 | 29 | 15 | **400** |
| | **Mean Score** | 29.7 | 30.8 | 80.2 | 95.8 | 1-9/3 | 114.3 | 123.2 | 12 | 125.5 | 11 | 134 | |
| | **Mean Range of Scores** | 27-32 | 26-36 | 74-86 | 85-107 | 100-117 | 122-114 | 104-142 | 11-14 | 105-146 | 10-12 | 116-152 | |
| | **% Total Students Tier 2** | 6.8% | 15.7% | 14.6% | 24.0% | 17.4% | 20.4% | 29.0% | 35.7% | 20.0% | 16% | 71% | **24.6%** |
| | | | | | | | | | | | | | |
| **3** | **# Students Tier 3** | 3 | 16 | 13 | 15 | 20 | 11 | 14 | 34 | 5 | 18 | 2 | **151** |
| | **Mean Score** | 0 | 16.3 | 48.3 | 56.0 | 68.3 | 78.8 | 70.7 | 4.8 | 91 | 5 | 108.5 | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Mean Range of Scores** | 0 | 14-18 | 31-66 | 36-76 | 47-90 | 68-89 | 48-93 | 0-10 | 82-100 | 0-9 | 108-109 | |
| | **% Total Students Tier 3** | 1.9% | 11.4% | 8.2% | 10.0% | 12.9% | 11.2% | 6.1% | 9.4% | 4.8% | 10% | 10% | **8.7%** |
| | | | | | | | | | | | | | |
| | **Total Students By Grade** | 162 | 140 | 158 | 150 | 155 | 98 | 231 | 361 | 105 | 183 | 21 | **1764** |

PSF = Phoneme Segmentation Fluency; ORF = Oral Reading Fluency; RC = Reading Comprehension

**Measure of Academic Progress System (MAPS) (N=1 School)**

| Tier | MAPS (N=1 School) | Kinder | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Total & % | MTSS TOTALS |
|---|---|---|---|---|---|---|---|---|---|---|
| **1** | **# Students Tier 1** | 30 | 49 | 50 | 47 | 42 | 59 | 42 | **319** | **1532** |
| | **Mean Score** | 169 | 189 | 200 | 210 | 216 | 223 | 226 | | |
| | **Mean Range of Scores** | 156-182 | 170-207 | 182-218 | 190-230 | 198-233 | 204-242 | 209-242 | | |
| | **% Total Students Tier 1** | 44% | 75% | 69% | 75% | 67% | 82% | 70% | **68.9%** | **67.8%** |
| | | | | | | | | | | |
| **2** | **# Students Tier 2** | 27 | 15 | 10 | 9 | 9 | 11 | 10 | **91** | **491** |
| | **Mean Score** | 150 | 164 | 175 | 184 | 191 | 200 | 203 | | |
| | **Mean Range of Scores** | 145-155 | 158-169 | 171-179 | 179-188 | 186-196 | 196-203 | 198-207 | | |
| | **% Total Students Tier 2** | 40% | 23% | 14% | 14% | 14% | 15% | 17% | **19.6%** | **22.1%** |
| | | | | | | | | | | |
| **3** | **# Students Tier 3** | 11 | 1 | 12 | 7 | 12 | 2 | 8 | **53** | **204** |
| | **Mean Score** | 138 | 154 | 162 | 167 | 166 | 188 | 184 | | |
| | **Mean Range of Scores** | 132-143 | 0 | 154-169 | 161-172 | 149-183 | 187-188 | 170-197 | | |
| | **% Total Students Tier 3** | 16% | 2% | 17% | 11% | 19% | 3% | 13% | **11.6%** | **10.2%** |
| | | | | | | | | | | |
| | **Total Students By Grade** | **68** | **65** | **72** | **63** | **63** | **72** | **60** | **463** | **2227** |

**Attachment X: Performance Measure 2.2a, b, c, d, e, f, g**

Project Performance Measure 2.2a

During this grant year, SPDG funds provided a total of 166 trainings across the State. There were 37 Regional trainings teams from multiple schools in a region met for training aligned with their implementation level. Below is a description of the Professional Development Levels used by Consultants to designate the level of training. The table below the definitions outlines how the 166 trainings were distributed by CSPD Region, type of training, site of training, and mode of training.

| | **Description of Professional Development Levels** |
|---|---|
| **Level I** | Professional development at this level is designed to provide the awareness and basic introduction to the topic/skill for all school personnel. It is intended to identify, explore and develop awareness, and a basic understanding of the topic/skill. It may be as short as 2-3 hours. Intended audience includes: All School Personnel including certified staff, classified staff, school board members, and administrators in Montana. |
| **Level II** | Professional development at this level provides opportunities to deepen topic/skill knowledge for instructional personnel. Events provide professional development that allows instructional personnel to actively practice the topic/skill that is being taught. In addition, participants will plan how and when they will be implementing the topic/skill into their practice, making this level more intensive and job embedded than Level I. Intended audience includes: Classroom Teachers, Para-educators, administrators, and other school personnel as appropriate. |
| **Level III** | This professional development supports team and/or organizational change. Professional development at this level provides high-quality, job-embedded, sustained training in strategies for developing, implementing and evaluating learning experiences that are: based on goals, aligned with standards, and exemplify best instructional practices. Instructional personnel will require additional time to implement the topic/skill. Professional development at this level measurably impacts practice in the classroom and other school areas. Intended audience includes: administrators, teachers, and other school or consortium personnel team as appropriate for the school/district size. |
| **Level IV** | Professional development at this level could be two-fold: a train-the-trainer event or on-site coaching/training. It continues to build on previous levels and supports culture change to focus on the degree and quality of implementation for increased student outcomes. This professional development creates and sustains a network of experienced educators who assess and support the application of new knowledge and skills. Level IV Professional Development will train participants to provide ongoing support and guidance, identify areas of need for additional support, and disseminate the ideas and methods that exemplify best practices in instruction. Intended audience includes: trainers/coaches of school personnel and education leaders. |

**RTI-Elementary – Training Sessions Summary Year 3**

| **# Trainings by Professional Dev. Level** | | **# Trainings by Location** | | **# Type of Training** | | **Training Mode** | |
|---|---|---|---|---|---|---|---|
| **Level I** | **28** | **School site** | **118** | **Initial Skills** | **55** | **Onsite** | **156** |
| **Level II** | **87** | **Regional /State** | **48** | **Follow Up Skills** | **29** | **Webinar** | **10** |
| **Level III** | **42** | | | **Site Visit Process** | **82** | | |
| **Level IV** | **9** | | | | | | |
| **TOTAL** | **166** | | **166** | | **166** | | **166** |

Project Performance Measure 2.2b

To evaluate this performance measure, a random selection of training date evaluations were analyzed and are summarized in the 2 tables below. The top table summarizes selected trainings that were delivered at a physical site where school teams met for training. The second table summarizes evaluations of webinars that were initiated in January, 2013, as a way to provide training to distant school teams to reduce the high costs of travel to training. The evaluations are rated on a 4-point scale, with 1 the lowest and 4 the highest. Means were calculated for each item of the evaluation per training and a mean for the item was calculated by averaging the means across trainings. A Grand mean was derived by adding the Mean Item Scores (in the last column) and dividing by 6 (items). A percentage was calculated by dividing the Grand Mean, 3.4 by 4 (total points possible), resulting in an 85% effectiveness rate for onsite trainings. The same methods were used for the webinar trainings displayed in the second table except using divisor of 7 (items), resulting in a Grand Mean of 3.2 and a percentage of 80%. Therefore, we are reporting a mean percentage effectiveness rating of 82.5%. Training attendees also rated by yes/no response whether they would recommend the session to a colleague, which is a proxy for acceptability. The onsite trainings were rated at 88%, however the percentage would have been much higher except for the 2 day September training on Common Core that was not well accepted. The webinar trainings were rated at 98%, suggesting high acceptability of trainings delivered by webinars.

**RTI-Elementary – SPDG Regional Training Evaluations, Year 3**

| **RTI Elementary Regional OnSite Training April, 2012 to January 2013** SPDG sponsored 37 regional trainings **6 Items Rated – 1 (lowest), 2, 3, 4 (highest)** | **Mean Evaluation Ratings by Training Session** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **9/20-9/21/12** | **10/02/12** | **10/03/12** | **11/14/12** | **11/28/12 #1** | **11/28/12 #2** | **1/11/13** | **Region V** Sept-Feb 9 trainings | **Mean Scores Across Trainings by Item** |
| Overall, the presenters demonstrated thorough knowledge of the topic | 3.1 | 3.7 | 3.5 | 3.7 | 3.8 | 3.9 | 3.9 | 3.4 | **3.6** |
| The content presented was aligned with my need | 2.6 | 3.4 | 3.1 | 3.5 | 3.2 | 3.6 | 3.6 | 3.2 | **3.3** |
| I will be able to apply what I learned | 2.9 | 3.4 | 3.2 | 3.6 | 3.2 | 3.6 | 3.5 | . | **3.4** |
| The workshop hands-on activities were useful | 2.6 | 3.5 | 3.1 | 3.5 | 3.5 | 3.6 | 3.7 | 3.3 | **3.3** |
| There was an opportunity for collaborative learning with other participants. | 3.2 | 3.4 | 3.6 | 3.7 | 3.7 | 3.8 | 3.7 | 3.2 | **3.5** |
| The training activities were designed for diverse learning styles | 2.5 | 3.3 | 3.1 | 3.4 | 3.3 | 3.4 | 3.4 | 3.1 | **3.2** |
| *Would you recommend this session to a colleague? | 45% | 90% | 88% | 100% | 90% | 100% | 100% | 91% | **88%** |
| | | | | | | | | | |
| **GRAND MEAN and PERCENT ACROSS ITEMS/TRAININGS = 3.4 85%** | | | | | | | | | |

*Percent of attendees who responded "yes"

| **RTI-Elementary Webinars (N=5)** | **Mean Evaluation Ratings by Webinar** | |
|---|---|---|

| **January-February, 2013**<br><br>**7 Items Rated – 1(lowest), 2, 3, 4(highest)** | Family/Com Participation | Implementing A – RTI | Implementing with Fidelity | Exploring Evidence Based Interventions | Implementing B Collaborative Teaming | **Mean Scores Across Webinars by Item** |
|---|---|---|---|---|---|---|
| You will be able to identify and utilize the main components of Effective Instruction | 3.2 | 3.2 | 3.4 | | 3.2 | **3.3** |
| You will be able to identify and use the steps in Explicit Strategy Instruction | 3.1 | 3.2 | 3.3 | . | 3.2 | **3.2** |
| You will understand the importance of Evidence Based programs and instruction | 3.4 | 3.4 | 3.4 | . | 3.3 | **3.4** |
| Know how to define/identify an intervention | 3.3 | 3.3 | 3.4 | . | 3.3 | **3.3** |
| The teaching techniques used helped my learning. | 3.0 | 3.1 | 2.9 | . | 3.1 | **3.0** |
| The materials used helped or enhanced my learning. | 3.2 | 3.1 | 3.0 | . | 3.1 | **3.1** |
| The training activities were designed for diverse learning styles. | 3.0 | 3.1 | 2.8 | . | 3.1 | **3.0** |
| *Would you recommend this session to a colleague? | 100% | 100% | 100% | 89% | 100% | **98%** |
| | | | | | | |
| **GRAND MEAN AND PERCENT ACROSS ITEMS/WEBINARS = 3.2 80%** | | | | | | |

*Percent of attendees who responded "yes"

Project Performance Measure 2.2.c

This Project performance measure is redundant with OSEP Program Goal 2.a for RTI-Elementary Schools. Since Targets were written, the RTI Project was divided into RTI-Elementary and RTI-Secondary. Therefore, the information reported in the OSEP Program Goal 2 is now redundant with this item. The goal is for schools in Cohort 3 (Year 3) to achieve 90% implementation by the end of the 5th year. Currently, these schools were evaluated to be at 65%.

Project Performance Measure 2.2.d

In Year 2 for this measure we reported sessions that related to tiers of intervention (Tier 1, 2, 3). A summary of trainings provided at the Montana MBI Summer Institute in June, 2012 is attached to this report and provides an overview of session offered to attendees with multiple session at each tier provided. This year, for this performance report, we are using the 4 levels of professional development as the criterion. These are listed in Project Performance Measure 2.5.a above. Below is a table of MBI trainings and site visits that took place in Year 3. You will note in the bottom table, right-hand columns a listing of the Professional Development Levels and the numbers of trainings for each level by region and totaled for the state. A total of 172 trainings took place with a total attendance of 3,077 educators and parents in addition to the Summer Institute.

See AttachmentY to this Report, in Section C, of the MBI Summer Institute Trainings.

**Montana Behavioral Initiative (MBI) – Year 3 Professional Development Trainings and Site Visit Summary**

| | Region 1 | Region 2 | Region 3 | Region 4 | Region 5 | State Level | TOTAL Statewide |
|---|---|---|---|---|---|---|---|
| **PD Trainings** | 22 | 17 | 43 | 34 | 42 | 14 | **172** |
| **# Attending** | 226 | 270 | 707 | 366 | 1,008 | 500 | **3,077** |
| | | | | | | | |

| CSPD Region | Type of Training | | | | Training Site | | Professional Development Level* | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Skills Overview and Building | Skills Follow up | School Evaluation | System Development | Regional State OPI | On site School | Level I Basic Introductory | Level II Skill Deepening | Level III Team and system Development | Level IV Trainer-of trainer or Coaching |
| **1** | 1 | 7 | 3 | 11 | 5 | 17 | 10 | 3 | 7 | 2 |
| **2** | 2 | 7 | 5 | 3 | 3 | 14 | 4 | 7 | 5 | 1 |
| **3** | 2 | 10 | 14 | 17 | 2 | 41 | 9 | 3 | 17 | 14 |
| **4** | 4 | 13 | 5 | 12 | 4 | 30 | 4 | 4 | 16 | 10 |
| **5** | 3 | 16 | 9 | 14 | 7 | 35 | 7 | 11 | 16 | 8 |
| **6 (State)** | 7 | 6 | 0 | 1 | 12 | 2 | 3 | 5 | 3 | 3 |
| **State Total** | **19** | **59** | **36** | **58** | **33** | **139** | **37** | **33** | **64** | **38** |

Project Performance Measure 2.2.e

After all MBI trainings, attendees complete training evaluations. The evaluator randomly selected 12 regional trainings from Year 3 to calculate Means by training and a Grand Mean and percentage of effectiveness over all trainings. Results are shown in the table below. A Grand Mean of 3.6 was calculated by averaging the training overall mean. The Percent Effectiveness was calculated by dividing the Grand Mean of 3.6 by 4 (total points possible), or 90%.

**MBI Training Evaluations Year 3**

**N=12 Randomly Selected**

| **6 Items – Rated 1(lowest), 2, 3,4 (highest) TRAINING Number** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **MEAN** | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Overall the presenters demonstrated thorough knowledge of the topic | 4.0 | 4.0 | 4.0 | 4.0 | 3.9 | 3.9 | 3.9 | 4.0 | 3.9 | 4.0 | 3.7 | 3.8 | **3.9** | |
| The content presented was aligned with my needs and/or school goals | 3.9 | 4.0 | 4.0 | 4.0 | 3.6 | 3.6 | 3.9 | 3.8 | 3.7 | 3.9 | 3.2 | 3.5 | **3.8** | |
| I will be able to apply what I learned | 3.7 | 4.0 | 4.0 | 4.0 | 3.7 | 3.1 | 3.9 | 3.6 | 3.7 | 3.9 | 3.1 | 3.4 | **3.7** | |
| The materials used helped or enhanced my learning | 3.5 | 4.0 | 3.9 | 4.0 | 3.7 | 3.6 | 3.8 | 3.9 | 3.8 | 3.9 | 2.8 | 3.5 | **3.7** | |
| The training activities were designed for diverse learning styles | 3.1 | 4.0 | 3.8 | 4.0 | 3.1 | 3.1 | 3.8 | 3.3 | 3.6 | 3.9 | 2.7 | 3.2 | **3.5** | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I would recomment this session to my school and colleagues | 3.9 | 4.0 | 4.0 | 4.0 | 3.6 | 3.6 | 3.9 | 3.8 | 3.9 | 3.9 | 3.0 | 3.5 | **3.8** | |
| Mean by Training | **3.7** | **4.0** | **4.0** | **4.0** | **3.6** | **3.5** | **3.9** | **3.7** | **3.8** | **3.9** | **3.1** | **3.5** | **Grand Mean 3.6** | **Percent Effective 90%** |

Project Performance Measure 2.2.f

The Schoolwide Evaluation Tool (SET) is a widely used measure of extent of implementation of positive behavioral supports systems (PBIS), as is the Benchmark for Advanced Tiers (BAT). MBI Schools have typically been evaluated with the SET and during Year 3, site coaches began using the BAT to further refine evaluation of implementation, especially at Tiers 2 and 3. A data base of results was not available by April 1, 2013 to the evaluator. Rather than select a sample of the schools to report this year, it was decided to use the whole sample of MBI schools evaluated in Year 3 to provide the baseline information. This will establish a Year 3 Cohort by which Year 4 and Year 5 can be evaluated for progress. We will report both Year 3 (baseline) and Year 4 results in the Year 4 Performance Report.

Project Performance Measure 2.2.g

We used the Spring 2012 Reading Benchmark scores obtained from the DIBELS or AIMSweb curriculum based measures, which are normed for each grade level. Kindergarten students were evaluated for phoneme segmentation fluency (PSF), while Grades 1 through 6 were evaluated for Oral Reading Fluency (ORF). The evaluator selected RTI school benchmark data randomly from each CSPD Region because CSPD RTI training is provided within each region. Student outcomes for each region are shown below the state summary. Regions can be evaluated for effective implementation of RTI in this manner, and by grade level to isolate any problematic grade level concerns that could be addressed by professional training or coaching. For this performance measure the evaluator aggregated the 5 Regions into a State Summary by Grade Level, shown in the top table below. A Percentage Grand Mean for each tier was calculated by adding the percentages for each grade level (K-6; 7 grades) and dividing by 7. Results suggest that currently, Montana elementary schools participating CSPD RTI trainings during Year 3 achieved a 73.6% reading proficiency at Tier 1, which is reported for this item. It is expected that this percentage will increase as RTI continues to be implemented in schools. The percentages for Tier 2 and Tier 3 (14.4% and 11.8% respectively) will decrease as a result.

**State Summary – RTI-Elementary Student Outcomes – Reading Spring 2012 Benchmarks**

| **STATE AGGREGATED N=19 to 50, by grade** | | **Kinder PSF N=50** | **Grade 1 ORF N=50** | **Grade 2 ORF N=49** | **Grade 3 ORF N=39** | **Grade 4 ORF N=40** | **Grade 5 ORF N=35** | **Grade 6 ORF N=19** |
|---|---|---|---|---|---|---|---|---|
| **Tier 1** | # Students Tier 1 | 1832 | 1514 | 1350 | 707 | 1026 | 710 | 318 |
| | Mean Score | 55.9 | 89.9 | 127.2 | 142.7 | 152.2 | 167.5 | 168.6 |
| | Range of Scores | 39-72 | 44-159 | 93-180 | 116-183 | 116-210 | 130-218 | 132-217 |
| | **% of Total Students at Tier 1** | **88.9%** | **76.9%** | **69.8%** | **56.6%** | **69.0%** | **73.0%** | **80.7%** |
| | | | | | | | | |
| **Tier 2** | Number Students Tier 2 | 181 | 331 | 278 | 342 | 256 | 143 | 41 |
| | Mean Score | 23.4 | 30.5 | 80.8 | 95.6 | 101.5 | 114.4 | 112.8 |
| | Range of Scores | 18-28 | 25-36 | 76-86 | 36-104 | 95-108 | 110-119 | 108-118 |
| | **% of Total Students at** | **8.8%** | **16.85** | **14.4%** | **27.4%** | **17.2%** | **14.7%** | **10.4%** |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Tier 2** | | | | | | | |
| | | | | | | | | |
| **Tier 3** | Number Students Tier 3 | 47 | 123 | 306 | 200 | 205 | 119 | 35 |
| | Mean Score | 4.3 | 12.5 | 47.7 | 55.9 | 66.6 | 77,1 | 80.8 |
| | Range of Scores | 3-5 | 9-15 | 27-63 | 34-72 | 44-81 | 61-88 | 72-89 |
| | **% of Total Students at Tier 3** | **2.3%** | **6.3%** | **15.8%** | **16.0%** | **13.8%** | **12.2%** | **8.9%** |
| | | | | | | | | |
| **STATE AGGREGATED % BY TIER** | | | | | | | | |
| **Tier 1** | **73.6%** | | | | | | | |
| **Tier 2** | **14.4%** | | | | | | | |
| **Tier 3** | **11.8%** | | | | | | | |

**RTI-Elementary Student Performance Outcome Data by CSPD Region X Tiers X Grade**
**Reading Spring 2012 Benchmarks**

| | **REGION 1 - N=# schools at each grade** | **Kinder PSF N=3** | **Grade 1 ORF N=3** | **Grade 2 ORF N=2** | **Grade 3 ORF N=2** | **Grade 4 ORF N=2** | **Grade 5 ORF N=2** | **Grade 6 ORF N=1** |
|---|---|---|---|---|---|---|---|---|
| Tier 1 | # Students Tier 1 | 50 | 43 | 12 | 14 | 17 | 17 | 11 |
| | Mean Score | 46.3 | 90.2 | 125.5 | 138.5 | 160.5 | 173.0 | 183.0 |
| | Range of Scores | 59-73 | 43-133 | 94-174 | 119-167 | 130-197 | 140-207 | 127-225 |
| | **% of Total Students at Tier 1** | **79.4%** | **87.8%** | **92.3%** | **60.9%** | **70.6%** | **85.0%** | **91.7%** |
| | | | | | | | | |
| Tier 2 | Number Students Tier 2 | 13 | 6 | 0 | 4 | 4 | 1 | 1 |
| | Mean Score | 20.5 | 30.8 | | 86.0 | 108.0 | 111 | 120 |
| | Range of Scores | 27-33 | 29-33 | | 82-91 | 99-117 | 111 | 120 |
| | **% of Total Students at Tier 2** | **20.6%** | **12.2%** | **0** | **17.4%** | **23.5%** | **5.0%** | **8.3%** |
| | | | | | | | | |
| Tier 3 | Number Students Tier 3 | 0 | 0 | 1 | 5 | 1 | 2 | 0 |
| | Mean Score | 0 | 0 | 45 | 55.0 | 35 | 46.0 | |
| | Range of Scores | 0 | 0 | 45 | 49-62 | 35 | 44-47 | |
| | **% of Total Students at Tier 3** | **0** | **0** | **7.7%** | **21.7%** | **65.9%** | 10.0% | **0** |

| | **REGION 2 – N=# schools at each grade** | **Kinder PSF N=9** | **Grade 1 ORF N=9** | **Grade 2 ORF N=9** | **Grade 3 ORF N=9** | **Grade 4 ORF N=8** | **Grade 5 ORF N=9** | **Grade 6 ORF N=6** |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Tier 1 | # Students Tier 1 | 166 | 143 | 128 | 107 | 135 | 146 | 81 |
| | Mean Score | 55.6 | 81.3 | 125.2 | 141.1 | 156.9 | 167.3 | 165.4 |
| | Range of Scores | 39-56 | 46-134 | 94-177 | 107-118 | 124-205 | 128-224 | 130-215 |
| | **% of Total Students at Tier 1** | **88.8%** | **76.5%** | **67%** | **59.4%** | **69.9%** | **77.2%** | **80.2%** |
| | | | | | | | | |
| Tier 2 | Number Students Tier 2 | 17 | 35 | 25 | 42 | 34 | 26 | 11 |
| | Mean Score | 25.8 | 30.3 | 80.4 | 95.3 | 107.1 | 112.8 | 111.3 |
| | Range of Scores | 22-30 | 27-34 | 78-83 | 87-102 | 102-113 | 109-116 | 106-111 |
| | **% of Total Students at Tier 2** | **9.1%** | **18.7%** | **13.1%** | **23.3%** | **17.6%** | **13.8%** | **13.6%** |
| | | | | | | | | |
| Tier 3 | Number Students Tier 3 | 4 | 9 | 38 | 31 | 24 | 17 | 5 |
| | Mean Score | 5.7 | 14.2 | 47.9 | 52.5 | 68.9 | 80.2 | 85.7 |
| | Range of Scores | 0-9 | 13-15 | 30-63 | 26-69 | 50-81 | 70-89 | 76-96 |
| | **% of Total Students at Tier 3** | **2.1%** | **4.8%** | **19.9%** | **17.2%** | **12.4%** | **9.0%** | **6.2%** |

| | **REGION 3- N=# schools at each grade** | **Kinder PSF N=16** | **Grade 1 ORF N=16** | **Grade 2 ORF N=16** | **Grade 3 ORF N=16** | **Grade 4 ORF N=14** | **Grade 5 ORF N=15** | **Grade 6 ORF N=6** |
|---|---|---|---|---|---|---|---|---|
| Tier 1 | # Students Tier 1 | 623 | 500 | 441 | 405 | 388 | 432 | 126 |
| | Mean Score | 57.7 | 98.9 | 123.9 | 142.3 | 156.1 | 167.8 | 164.1 |
| | Range of Scores | 38-76 | 43-177 | 93-171 | 113-191 | 121-225 | 129-229 | 136-202 |
| | **% of Total Students at Tier 1** | **86.8%** | **75.5%** | **66.2%** | **57.1%** | **64.1%** | **71.2%** | **76.8%** |
| | | | | | | | | |
| Tier 2 | Number Students Tier 2 | 75 | 112 | 106 | 186 | 122 | 91 | 14 |
| | Mean Score | 22.0 | 30.0 | 81.5 | 04/0 | 107.3 | 114.4 | 115.0 |
| | Range of Scores | 16-26 | 23-35 | 76-82 | 85-104 | 98-114 | 108-114 | 109-123 |
| | **% of Total Students at Tier 2** | **10.4%** | **16.9%** | **15.9%** | **26.2%** | **20.2%** | **15.0%** | **8.5%** |
| | | | | | | | | |
| Tier 3 | Number Students Tier 3 | 20 | 50 | 119 | 118 | 95 | 84 | 24 |
| | Mean Score | 5.3 | 12.0 | 50.3 | 55.2 | 73.2 | 81.2 | 81.1 |
| | Range of Scores | 4-7 | 8-16 | 28-64 | 28-75 | 45-90 | 57-95 | 62-96 |
| | **% of Total Students at Tier 3** | **2.8%** | **7.6%** | **17.9%** | **16.6%** | **15.7%** | **13.8%** | **14.6%** |

| | **REGION 4 –** | **Kinder PSF** | **Grade 1 ORF** | **Grade 2 ORF** | **Grade 3 ORF** | **Grade 4 ORF** | **Grade 5 ORF** | **Grade 6 ORF** |
|---|---|---|---|---|---|---|---|---|

| | N=# schools at each grade | N=12 | N=12 | N=12 | N=6 | N=13 | N=6 | N=5 |
|---|---|---|---|---|---|---|---|---|
| Tier 1 | # Students Tier 1 | 512 | 449 | 446 | 89 | 397 | 85 | 91 |
| | Mean Score | 53.7 | 92.9 | 135.0 | 142.8 | 142/4 | 170.3 | 178.7 |
| | Range of Scores | 38-69 | 44-173 | 92-192 | 89=112 | 102-198 | 133-205 | 134-244 |
| | **% of Total Students at Tier 1** | **90.0%** | **79.8%** | **76.6%** | **62.2%** | **80.5%** | **76.6%** | **89.2%** |
| | | | | | | | | |
| Tier 2 | Number Students Tier 2 | 45 | 87 | 75 | 41 | 50 | 18 | 7 |
| | Mean Score | 21.6 | 30.8 | 80.2 | 97.0 | 89.5 | 115.0 | 112.0 |
| | Range of Scores | 16-26 | 24-36 | 76-85 | 89-106 | 85-94 | 110-115 | 103-114 |
| | **% of Total Students at Tier 2** | **7.9%** | **15.5%** | **12.9%** | **28.7%** | **10.1%** | **16.2%** | **6.9%** |
| | | | | | | | | |
| Tier 3 | Number Students Tier 3 | 12 | 27 | 61 | 13 | 46 | 8 | 4 |
| | Mean Score | 3.0 | 13.9 | 45.7 | 61.3 | 59.5 | 84.0 | 78.7 |
| | Range of Scores | 2-4 | 11-17 | 28-61 | 52-71 | 47-71 | 75-92 | 77-81 |
| | **% of Total Students at Tier 3** | **2.1%** | **4.8%** | **10.5%** | **9.1%** | **9.3%** | **7.2%** | **3.9%** |

| | **REGION 5 – N=# schools at each grade** | **Kinder PSF N=10** | **Grade 1 ORF N=10** | **Grade 2 ORF N=10** | **Grade 3 ORF N=6** | **Grade 4 ORF N=3** | **Grade 5 ORF N=4** | **Grade 6 ORF N=2** |
|---|---|---|---|---|---|---|---|---|
| Tier 1 | # Students Tier 1 | 481 | 379 | 323 | 92 | 94 | 30 | 25 |
| | Mean Score | 55.3 | 79.7 | 125.2 | 147.5 | 157.7 | 160.1 | 157.3 |
| | Range of Scores | 39-71 | 43-142 | 92-182 | 126-179 | 118-218 | 131-192 | 126-199 |
| | **% of Total Students at Tier 1** | **92.3%** | **74.8%** | **67.0%** | **47.4%** | **52.5%** | **66.7%** | **71.4%** |
| | | | | | | | | |
| Tier 2 | Number Students Tier 2 | 31 | 91 | 72 | 69 | 46 | 7 | 8 |
| | Mean Score | 24.8 | 31.1 | 80.8 | 97.8 | 107.3 | 118.3 | 110.3 |
| | Range of Scores | 21-28 | 24-37 | 73-87 | 87-106 | 97-117 | 116-121 | 106-116 |
| | **% of Total Students at Tier 2** | **5.9%** | **17.9%** | **14.9%** | **35.6%** | **25.7%** | **15.6%** | **22.9%** |
| | | | | | | | | |
| Tier 3 | Number Students Tier 3 | 11 | 37 | 87 | 33 | 39 | 8 | 2 |
| | Mean Score | 6.3 | 10.1 | 46.5 | 60.5 | 71.3 | 61.4 | 76 |
| | Range of Scores | 5-8 | 6-13 | 19-66 | 33-45 | 23-94 | 49-74 | 76 |
| | **% of Total Students at Tier 3** | **2.1%** | **7.3%** | **18.0%** | **17.0%** | **21.8%** | **17.8%** | **5.7%** |

**Attachment Y: MBI Summer Institute 2012 Sessions Offered**

**Project Performance Measure 2.5.d – MBI Trainings**
**MBI Summer Institute 2012 –Sessions Offered**

| Session Date/Time | Session Title | Presenter (s) | Tier/Process |
|---|---|---|---|
| **MONDAY June 18, 2012 Sessions** | | | |
| Opening Keynote. Monday, June 18. 8:30-11:30 a.m. | Who Cares About Kelsey? | Dan Habib and Kelsey Carroll | Tier 1 |
| Lunch and Learn. Monday, June 18. 11:45 a.m. – 12:45 p.m. | Mini films and discussion about the Who Cares About Kelsey Project | Dan Habib and Kelsey Carroll | Tier 1 |
| Monday, June 18. 1-4 pm | MBI 101: An Introduction to the Montana Behavioral Initiative | Susan Dotter and Chris Hughes | Tier 1 |
| Monday, June 18 1-4 p.m. | Fit, Fueled, and Ready to Teach the New Core | Office of Public Instruction, Health Enhancement and Safety Division | Tier 1<br>Health and Wellness<br>RtI |
| Monday, June 18. 1-4 p.m. | REAL FY13 Year at a Glance | Marla Dewhirst | INVITE ONLY –<br>MTSS Project Teams |
| Monday, June 18 1-4 p.m. | Integrating Community and School Supports through the Wraparound Process PART 1 | Lucille Eber and John Vandenberg | Tier 1, 2 and 3<br>Mental Health<br>Administrator |
| Monday, June 18 1-4 p.m. | Keeping the Focus on Students: Student Voice Requires Adult Listeners | Mickey Corso | Tier 1<br>Administrator; Family and Community Involvement |
| Monday, June 18 1-4 | Beyond Involvement: Engaging Parents as Partners | THRIVE :Libby Michaud, Steve Wellington, Ashley Mares-Jones | Tier 1<br>Family and Community Engagement; Admin |
| Monday, June 18 1-4 p.m. | Early Childhood MBI Teams: Action Planning and Working with Families | Becky Beckner | Tier 1<br>Early Childhood |
| Monday, June 18 all day | School Wide Information System (SWIS) Facilitator Training | Katie Conley and Nadia Katul Sampson | |
| **TUESDAY June 19, 2012 Sessions** | | | |
| Tuesday, June 19 Early Bird 7:30- 8:30 am | Engaging Students in Wellness Using the Fuel Up to Play 60 Program | Ms. Amanda Diehl, Fuel Up to Play 60 Trainer, Western Dairy | Health and Wellness |

| | | | |
|---|---|---|---|
| | | Association | |
| Tuesday, June 19 Lunch and Learn 11:45-12:45 | Project REAL (Responsive Education for all Learners) | Marla Dewhirst | RtI<br>Administrator |
| Tuesday, June 19 Lunch and Learn 11:45-12:45 | Connecting the Dots Between Education and Incarceration | Dave Young | Family & Community Engagement |
| Tuesday, June 19 All Day | Setting up Positive Behavior Interventions and Supports in Early Childhood Programs | Becky Beckner | Tier 1<br>Early Childhood |
| Tuesday, June 19 AND Thursday, June 21. All day | Creating A Positive School Wide Behavior Plan in the Elementary | Kim Marcum | Tier 1<br>Administrator |
| Tuesday, June 19. All day AND Thursday, June 21. All day | Creating School Wide Discipline Plans | Susan Isaacs | Tier 1<br>Administrator |
| Tuesday, June 19. All day | Advancing the Montana Behavior Initiative and School Mental Health Together | Mark Weist and Erin Butts | Tier 1<br>Mental Health<br>Administrator |
| Tuesday, June 19. 8:30-11:30 am | Introduction to Tier 2 Behavioral Interventions and Implementation of Check in/Check out | Marla Dewhirst | Tier 2<br>Mental Health<br>Administrator |
| Tuesday, June 19 1-4 pm | Response to Intervention: Promoting Sustainability through Braiding Academic and Behavioral Initiatives | Marla Dewhirst | Tier 1<br>RtI<br>Administrator |
| Tuesday, June 19. All Day | Bullying Prevention and Intervention: What Can We Do? | Marlene Snyder | Tier 1<br>Administrator; SRO |
| Tuesday, June 19. All Day | Differentiated Instruction: The More Ways We Teach, the More Students We Reach, Grades K-12 presentation | Jim Grant | Tier 1<br>RtI |
| Tuesday, June 19. 8:30-11:30 | Integrating Community and School Supports through the Wraparound Process- Engaging Families PART 2 | Lucille Eber and John Vandenberg | Tier 2 and 3 |
| Tuesday, June 19. 1-4 p.m. | Community and School Supports through the Wraparound Process- Assessment, Planning and Implementation (Part 3) | Lucille Eber and John Vandenberg | Tier 2 and 3 |
| Tuesday, June 19. All Day | Developing an Ethical Framework for Teacher Student Relationships: A Continuum of Responsibility | Troy Hutchings | Tier 1<br>SRO<br>Administrator |
| Tuesday, June 19. All day | Kids, Chemicals and the Caring School | Judy Griffith | Tier 1<br>SRO |
| Tuesday, June 19. All Day | Strategies that Work with Individuals with Behavioral Concerns | Shawna Heiser | Tier 2 and 3<br>Mental Health |
| Tuesday, June 19. 8:30-11:30 am | I Know My Class: Hearing from Students Where the Rubber Meets the Road-Your Classroom | Mickey Corso | Tier 1 |

| | | | |
|---|---|---|---|
| Tuesday, June 19 1-4 pm | My Voice Grades 3-5: Starting Student Voice in the Elementary Grades | Mickey Corso and Sue Sweeney | Tier 1 |
| Tuesday June 19 All day | School Wide Information System (SWIS) Facilitator Training | Katie Conley and Nadia Katul Sampson | SWIS Facilitators ONLY |
| Tuesday, June 21. 8:30-11:30 am | Family Engagement: Where are you now and where do you want to go? REPEAT SESSION FROM 1-4 | Reatha Owen | Tier 1<br>Family & Community Engagement |
| Tuesday, June 21. 8:30-11:30 am | Family Engagement: Where are you now and where do you want to go? REPEAT SESSION | Reatha Owen | Tier 1<br>Family & Community Engagement |
| Tuesday, June 19. All Day | Building Capacity: Advanced Tiers of Support | Lori Newcomer | Tier 2 and 3<br>Administrator RtI |
| Tuesday, June 19 All day | Why Won't They Change? 10 Tips for Coaching Adults Using a Strengths-Based Approach | Joy Humbarger | Tier 2<br>Early Childhood |
| **WEDNESDAY June 20, 2012 Sessions** | | | |
| Wednesday, June 20 Early Bird 7:30-8:30 | Rethink Drinks; How Beverages can affect behavior and health | Lindsay Kay Kordick, MS, RD, LN, HFS | Health and Wellness |
| Wednesday, June 20 Lunch and Learn 11:45-12:45 | Mobile Greenhouse Inspires Confidence and Diversity | Greg Owen<br>Aubree Durfey, | Health and Wellness |
| Wednesday morning keynote. June 20. 8:30-11:30 a.m. | Educating, engaging, and inspiring in the classroom to get extraordinary results outside of the classroom | Tim Broxholm | Tier 1 |
| Wednesday, June 20 1-4 p.m. | Addressing the Mental Health Needs of Young Children and Their Families | Becky Beckner | Tier 1 and 2<br>Early Childhood |
| Wednesday, June 20. 1-4 pm | Meaningful Work | Kim Marcum | Tier 1 |
| Wednesday, June 20 1-4 p.m. | Protect, Expect, Connect and Correct: Making the Most of Effective Supervision | Susan Isaacs | Tier 1 |
| Wednesday, June 20 1-4 p.m. | Parents and Teachers as Allies, *Recognizing Early-Onset Mental Illness in Children and Adolescents* | Jamie Bawden and Sandy Mihelish | Tier 1, 2, and 3<br>Family & Community Engagement<br>Mental Health |
| Wednesday, June 20. 1-4 pm | Suicide Among the Young<br>SOS: Signs of Suicide | Karl Rosston | Tier 1<br>Mental Health<br>SRO |
| Wednesday, June 20. 1-4 pm | Blending Student Voice with Best Practices | Keith Hoyer and Leslie Jorgenson | Tier 1 |
| Wednesday, June 20. 1-4 pm | My Voice Survey- The student results are in… now what? | Beaverhead County | Tier 1 |

| | | | |
|---|---|---|---|
| | | High School MBI Leadership Team | |
| Wednesday, June 20. 1-4 pm | Wellness, Recovery, Action Plan for Youth | Youth Moves Rocky Mountain Youth | Tier 1 Mental Health |
| Wednesday, June 20. 1-4 pm | Supporting Student Aspirations and Voice in the Elementary Classroom | Doug Cochran-Roberts | Tier 1 |
| Wednesday, June 20. 1-4 pm | JMG - Education for Life!: Award-Winning Dropout Prevention Program That motivates the Reluctant Learners Into Staying in School and Graduating! | Jim Lambert | Tier 1 Administrator |
| Wednesday, June 20 1-4 pm | School Wide Information System (SWIS) Facilitator Training | Katie Conley and Nadia Katul Sampson | |
| INVITE ONLY Wednesday, June 20. 1-4 p.m. | Parent/Teacher Home Visit Project- Train the Trainer Session | The Parent/Teacher Home Visit Project: | Family & Community Engagement |
| **THURSDAY June 21, 2012 Sessions** | | | |
| Thursday, June 21 Early Bird 7:30-8:30 am | Planned Success: How reasonable goal setting directly impacts achievement and self-esteem. | Ms. Jenell Semple and Ms. Laura Wathen | Family & Community Engagement |
| Thursday, June 21 Lunch and Learn 11:45-12:45 | Supporting Grandparents Raising Grandchildren: Suggestions for Educators | Sandra Bailey | Family & Community Engagement |
| Thursday, June 21. All Day | Functional Behavioral Support for Preschoolers: an In-Depth Review of Child Development Stages and Behavioral Recommendations for Exceptionalities | Shawna Heiser | Tier 2 and 3 Early Childhood |
| Tuesday, June 19 AND Thursday, June 21. All day | Creating A Positive School Wide Behavior Plan in the Elementary **Continued Session from Tuesday** | Kim Marcum | Tier 1 Administrator |
| Tuesday, June 19. All day AND Thursday, June 21. All day | Creating School Wide Discipline Plans **Continued Session from Tuesday** | Susan Isaacs | Tier 1 Administrator |
| Thursday, June 21. All day | Rebels with Applause: Brain Compatible Approaches for Motivating Reluctant Learners | Grace Dearborn | Tier 1 RtI |
| Thursday, June 21. All Day | Boozing, Doping & Clothing: Identifying & Understanding the Current Culture of Drug & Alcohol Abuse "You Can't Stop What You Don't Know Program" | Jermaine Galloway | Tier 1 SRO Administrator |
| Thursday, June 21. All Day | Integrating RtI and PBS into a single Multi-Tiered System of Supports (MTSS): Strategies for Developing A Common Language/Common Practice for the Delivery of Academic and Student Engagement Instruction and Intervention. | George M. Batsche | Tier 1 RtI Administrator |
| Thursday, June 21. All Day | 75 Quick, 'On-the-Spot' Techniques for Children with Emotional and Behavioral Problems | Steven T. Olivas | Tier 1 Administrator |
| Thursday, June 21. All Day | The Great 8: Evidence-Based Practices for Effective | Lori Newcomer | Tier 2 |

| | | | |
|---|---|---|---|
| | Classroom Management | | Administrator |
| Thursday, June 21. All day | EXPECT RESPECT: How Do You Teach Them To Be Respectful… And What Should They Do When Some Students Aren't? | Susan Dotter | Tier 1 and 2<br>Administrator<br>SRO |
| Thursday, June 21. All day | RENEW (Rehabilitation for Empowerment, Natural supports, Education, and Work) | Jonathon Drake | Tier 2 and 3<br>Administrator<br>RtI |
| Thursday, June 21. All day | Making Good Use of Meltdowns: A Disciplinary Approach To Support Replacement Behaviors for Better Compliance and Less Aggression | Doug Cochran-Roberts | Tier 2 and 3<br>Administrator |
| Thursday, June 22, All day | Collaborative Communication: Building Bridges in the Classroom Using Compassionate Communication | Pam Refling and Joan Kresich | Tier 1<br>SRO |
| Thursday, June 21. All day | You Can't Make Me! Approaches and Techniques for Managing Resistance | John W. Maag, Ph.D. | Tier 2 and 3<br>Administrator<br>Mental Health |
| Thursday, June 21. All day | Students, Trauma, and Resiliency (STAR): Helping students cope with stress, trauma, and loss in the classroom. | Debra Klemann | Tier 1<br>Mental Health |
| Thursday, June 21. All Day | Parent/Teacher Home Visit Project- Laying the Foundation, Adapting the Model Locally, Conducting the Visits, and Sustaining the Effort | Parent Teacher Home Visit Project:<br>Carrie Rose | Tier 1<br>Family & Community Engagement<br>Administrator |
| Thursday, June 21st All day | Individual Student Information System (ISIS) Training | Katie Conley& Nadia Sampson | Tier 2 and 3<br>MBI Teams |
| **FRIDAY June 22, 2012 Ending Session** | | | |
| Friday morning Keynote. June 22, 8:30-11:30 a.m. | From the Locker Room to the Class Room, 6 Universal Unchanging Keys to Success | Karl Mecklenburg | Tier 1 |

**Attachment Z: Performance Measure 2.3a, b, c, d, e**

Project Performance Measure 2.3a.

The Early Childhood MTSS Pre-K Project is being developed in partnership between the OPI and the University of Montana - Institute for Educational Research and Services (IERS). Key IERS personnel have extensive knowledge in preschool learning, for both typically developing and developmentally delayed children, and the application of RTI and MBI in a preschool setting. In Year 2, seven preschool sites had been identified as ones with an interest in developing the Montana MTSS Pre-K Model. However, during the current report period, Year 3, one site withdrew (Ronan Head Start), two sites combined into one (now Kootenai Valley Head Start), and two locations of the same program, Confederated Salish and Kootenai Tribes Early Childhood Services joined the project. As a result, the MTSS Pre-K Project is working with six Pre-K Early Childhood programs at seven locations. These are:

| Pre-K Program | Site Location |
|---|---|
| 1. Confederated Salish and Kootenai Tribes Early Childhood Services | - Polson, Mt.<br>- St. Ignatius, Mt. |
| 2. Ravalli Head Start | - Stevensville, Mt. |
| 3. Kootenai Valley Head Start | - Libby, Mt. |
| 4. Small Wonder Child Care | - Lewistown, Mt. |
| 5. Great Falls Public Preschool | - Skyline-Great Falls, Mt. |
| 6. Co-TEACH Preschool | - Institute for Ed Research and Service University of Montana, Missoula |

Project Performance Measure 2.3b.

The MTSS Pre-K Leadership team met six times this year to continue development of the Montana MTSS Pre-K Model. In April, 2012, two members of the MTSS Pre-School Leadership team attended trainings sponsored by the U.S. Department of Education, The Technical Assistance Center on Social Emotional Intervention (TACSEI) and the Center for Early Literacy Learning (CELL) to help develop an implementation model to integrate practices for promoting children's social competence *and* early literacy skills. Trainings provided tools for implementation and assessment at the local level. These trainings supported implementation of the Montana MTSS Pre-School Model at the six sites this year.

Leadership team meetings dates and topics summarized in the table below.

| **Meeting Date** | **Topics Discussed** |
|---|---|
| 05/23/12 | Discussed results of CLASS and ELLCO. Meet with Beckner regarding mental health consultation PBS and CSEFL. Review of purpose for project and braiding tiered services in early childhood settings – working with the whole child. |
| 06/03/12 | Meetings at Montana Behavioral Summer Institute (June 2012, Bozeman) – Met with site teams to share prior experiences of early childhood programs and fidelity to the process. Team leaders and MTSS Pre-K project staff attended training about coaching adults using a strength-based approach, presented by Joy Humbarger – "Why Won't They Change? – 10 Tips for Coaching Adults Using a Strength-Based Approach" |
| 06/25/2012 | Discussed need to establish Facilitators for each site and teams to participate in MBI trainings. Complete integration plan for CSEFL and PBS. Use RTI framework for literacy. Identify strengths and gaps in existing programs and make action plan to progress. |
| | Data-based decision making; what assessments are sites using, how useful are they; what do we want to use? Reviewed early literacy |

| | |
|---|---|
| 09/06/2012 | evaluations with literacy expert Hart-Paulson. Discussed further training the Pre-K Team needs and how to access that training. |
| 11/29/2012 | Discussed goals: increase acceptability and comfort level of RTI framework approach at sites, inform state leadership team of progress and site-specific achievements and needs, continue work with sites to integrate literacy with social-emotional content with process |
| 02/21/2013 | Discussed progress at each site with braiding early literacy and social-emotional processes. Identified proposed MBI trainings to attend for Summer Institute June 2013. Data collection and submit to Project REAL evaluator – Nanci Moreland. |

Project Performance Measure 2.3c. -

This performance measure is not due until year 5, however, we are reporting progress towards the development of a cadre of consultants. Currently, the MTSS Pre-K Project is building capacity and laying the foundation for adding consultants to the project by developing on-site, internal coaches at each site. For example, a Strength Based Coaching Training was provided for all pre-K personnel at all 6 sites. Each site is defining and implementing coaching in slightly different ways that are socially valid to their educational structure. By training Pre-K personnel at each site in Strength Based Coaching, we are laying a foundation for the addition of consultants. Presently, the MTSS Pre-K Project two project staff from IERS are the consultants to all sites. The plan is to begin recruiting and training MTSS Pre-K consultants during the next year.

Project Performance Measure 2.3d.

Formal training this year focused on literacy and coaching. All site leaders attended the Montana Behavioral Initiative (MBI) Summer Institute where they meet with MTSS Pre-K Project leaders and then all attended a training on adult learning, specifically using a strengths-based approach to learning and coaching. Project leaders utilized knowledge from this training to present to Pre-K site coaches in January. The Pre-K staffs at two new sites, CSKT Early Childhood Services, Kootenai Valley Head Start, and Ravalli Head Start in Stevensville, were trained this year on Dialogic reading. In addition to formal trainings, MTSS Pre-K Project staff provided consulting services on site and via distance learning to support not only early childhood reading methods, but also best practice in behavioral and classroom management as well as teacher/student interactions.

A summary of dates and training topics are contained in the table below.

| **Training Date** | **Training Topic/Content** |
|---|---|
| | |
| 06/03/12 | Meetings at Montana Behavioral Summer Institute (June 2012, Bozeman) –Team leaders and MTSS Pre-K project staff attended training about coaching adults using a strength-based approach, presented by Joy Humbarger – "Why Won't They Change? – 10 Tips for Coaching Adults Using a Strength-Based Approach" |
| 8/06 thru 8/08/ 2012 | 3-DayTraining – Montana Instructional Institute, Helena-CORE Best Beginnings (Early Literacy Foundations) |
| 08/14 and 08/15/2012 | 2-Day Training – "15-LETRS" – onsite training at Lewistown MT, Small Wonder site |
| 01/11/2013 | Dialogic Reading training – staff at Ravalli Head Start |
| 01/15 and 01/16/2013 | Strength-Based Coaching training – presented at 2 locations, Bozeman and Polson, MT., with MTSS Pre-K sites in each region attending a training. |
| 03/14 and 03/15/2013 | 2 Day Dialogic Reading training – Kootenai Valley Head Start |

| 03/31/2013 | Dialogic Reading Training – CSKT Early Childhood Services |
|---|---|

Project Performance Measure 2.3e –Revised
This performance measure was revised in Year 3 to reflect the performance measures developed by the Montana MTSS Pre-K team after training with the U.S. Department of Education TACSEI/CSEL. It was decided to establish the baseline in Year 3, and estimate a realistic gain for each year after. Year 3 performance, evaluated in Spring 2012, was at 74.8%, so that a 75% baseline was indicated. A 10% gain in each subsequent year is ambitious, therefore, the revised performance measure is for Year 4 to be at 85% and Year 5, the end of the grant, at 95%.

The MTSS Pre-K Team selected 4 performance measures to evaluate the early childhood classrooms on essential components such as overall classroom environment, student-teacher interactions, early literacy and language, behavioral expectations, teaming and social-emotional support. The performance measures are:

(1) Early Language and Literacy Classroom Observation (ELLCO) – 5 Domains
(2) Classroom Assessment Scoring Systems (CLASS) – 3 Domains
(3) Benchmarks of Quality Pre-School (BOQ-PS) – 9 Domains
(4) Inventory of Practice (IOP) – 4 Domains

The domains in which each measure evaluates the early childhood classroom are titled in the individual performance measure charts below where pilot site scores are listed and averaged to a MTSS-PreK mean by domain..

An overall project mean was calculated for each domain within a measure. A percent achieved was calculated by dividing the actual domain score by the total possible points for a domain (shown below each domain title). For example, for the ELLCO, Classroom Structure domain, the mean project score was 16.5, which was divided by 20 (points), resulting in a mean domain percent of 83%. A grand mean across the performance measure was calculated by adding the domain percent means across the measure and dividing by the number of domains. In the same example, the ELLCO project percentages were added across the bottom (83, 74, 67, 69, 67) and divided by 5, which resulted in a grand mean percent for the ELLCO of 72%. Finally, for purposes of this project measure, the 4 performance measures grand means were totaled and divided by 4 to calculate a baseline Grand Mean across measures. The final performance in this Year 3 period, Spring 2012, is 74.8%

A recap of Spring 2012 Grand Means of the four performance measures and a calculation of Grand Mean across measures for baseline:

| **Performance Measure** | **Grand Mean Across MTSS Pre-K** |
|---|---|
| ELLCO | 72% |
| CLASS | 70% |
| BOQ | 66% |
| IOP | 91% |
| **Baseline Grand Mean** | **74.8%** |

Results from the 4 performance measures are shown below

**Spring 2012 ELLCO – MTSS Pre-K Early Childhood Pilot Sites**
**Early Language and Literacy Classroom Observation (ELLCO) – 5 Domains (on 2 subscales)**

| Pilot Program: | Classroom Structure (20 pts) | Curriculum (15 pts) | Learning Environment (20 pts) | Books and Book Reading (25 pts) | Print and Early Writing (15 pts) |
|---|---|---|---|---|---|
| | | | | | |
| CSKT -EC | 14.7 | 10.2 | 11.5 | 15.6 | 8.1 |
| Ravalli HS | 18.5 | 12.1 | 11.6 | 9.0 | 6.7 |
| Kootenai HS | 12.1 | 7.3 | 6.6 | 11.9 | 5.8 |
| Small Wonder | 19.0 | 12.0 | 17.5 | 21.0 | 13.5 |
| Great Falls PS | 20.0 | 15.0 | 20.0 | 25.0 | 15.0 |
| Co-Teach | 20.0 | 15.0 | 18.7 | 25.0 | 15.0 |
| **MTSS PRE-K AVERAGE:** | **16.5** | **11.1** | **13.4** | **17.2** | **10.0** |
| **Percent Pts** | **83%** | **74%** | **67%** | **69%** | **67%** |
| **GRAND MEAN** | **72%** | | | | |

**Spring 2012 CLASS MTSS-Pre-K Early Childhood Pilot Sites**
**Classroom Assessment Scoring Systems (CLASS) – 3 Domains**

| Pilot Program: | | Emotional Support (7 pts) | Classroom Organization (7 pts) | Instructional Support (7 pts) |
|---|---|---|---|---|
| | | | | |
| CSKT -EC | | 5.2 | 4.3 | 3.5 |
| Ravalli HS | | 5.8 | 4.0 | 4.0 |
| Kootenai HS | | 4.7 | 4.3 | 2.6 |
| Small Wonder | | 6.3 | 6.2 | 3.8 |
| Great Falls PS | | 6.2 | 5.9 | 5.7 |
| Co-Teach | | 7.0 | 7.0 | 7.0 |
| **MTSS PRE-K AVERAGE:** | | **5.0** | **5.3** | **4.4** |
| **Percent Points** | | **71%** | **76%** | **63%** |
| **GRAND MEAN** | | **70%** | | |

**Spring 2012 BOQ-PS MTSS-Pre-K Early Childhood Pilot Sites**
**Benchmarks of Quality – Pre School (BOQ-PS) – 9 Domains**

| Pilot Program | Establish Leadership Team (12 pts) | Staff Buy In (4 pts) | Family Involvement (8 pts) | Program Wide Expectations (12 pts) | Strategies for teaching and acknowledging the program wide expectations (6 pts) | All classrooms demonstrate implementation of the pyramid model (12 pts) | Procedures response to challenging behaviors (12 pts) | Professional Development and Staff Support Plan (16 pts) | Monitoring Implementation Outcomes (12 pts) |
|---|---|---|---|---|---|---|---|---|---|
| CSKT-EC | 8 | 2 | 6 | 12 | 3 | 7 | 10 | 12 | 7 |
| Ravalli HS | 9 | - | - | 9 | 6 | - | - | - | 6 |
| Kootenai HS | 7 | 4 | 6 | 10 | 6 | 7 | 3 | 5 | 11 |
| SmallWonder | 3 | 1 | 2 | 0 | 0 | 6 | 0 | 3 | 0 |
| Great Falls | 10 | 4 | 2 | 4 | 10 | 12 | 11 | 14 | 12 |
| Co-Teach | 7 | 3 | 8 | 12 | 6 | 12 | 12 | 14 | 7 |
| **MTSS PRE-K AVERAGE:** | **7.3** | **2.8** | **4.8** | **7.8** | **5.2** | **8.8** | **7.2** | **9.6** | **7.2** |
| **Percent Pts** | **61%** | **70%** | **60%** | **65%** | **87%** | **73%** | **60%** | **60%** | **60%** |
| **Grand Mean** | **66.2%** | | | | | | | | |

**Spring 2012 IOP MTSS-Pre-K Early Childhood Pilot Sites**
**Inventory of Practice (IOP) – 4 Domains**

| Pilot Program | Building Positive Relationships (57 pts) | Creating Supportive Envmt (168 pts) | Social and Emotional Teaching Strategies (153 pts) | Individualized, Intensive Interventions (48 pts) |
|---|---|---|---|---|
| CSKT-EC | 54 | 148 | 130 | 44 |
| Ravalli HS | 57 | 168 | 151 | 48 |
| Kootenai HS | 55 | 162 | 143 | 32 |
| SmallWonder | 48 | 134 | 145 | 24 |
| Great Falls | | | | |
| Co-Teach | 57 | 168 | 152 | 48 |
| **MTSS PRE-K AVERAGE:** | **54.2** | **156** | **144.2** | **39.2** |
| **Percent Pts** | **95%** | **93%** | **94%** | **82%** |
| **Grand Mean** | **91%** | | | |

**Attachment AA: Performance Measure 2.4a, b, c**

Project Performance Measure 2.4.a

All 6 MTSS Schools expressed an interest in developing support services to encourage parent/family involvement with the school. The 6 Schools are listed in Project Performance Measure 2.1.a. In Year 3, the 6 schools worked through a workgroup to assess the extent of parent involvement currently in place and to prioritize best practice components in implementing a Parent/Family Involvement system that supports tiered services in their respective schools. The Year 2 report on this measure included information about establishing a website that would be accessible by all parents across Montana to provide support in multiple ways. The website has not yet been created as it was decided that more specific work needed to be done in order to ensure the initial roll-out of the website was immediately accessible and helpful to parents. To this end, the MTSS Project formed Professional Learning Community (PLC) type workgroups with one devoted only to the Parent Engagement/Involvement aspect. As reported last year, the Parents Let's Unite for Kids (PLUK) is working in collaboration with the OPI. This year, PLUK created a page on their website about tiered services, specifically, RTI, MBI and MTSS and added references for parents to access more information from the OPI, RTI, MTSS and MBI websites. PLUK also created and distributed a handout for parents about tiered services (RTI) which included information about alternative assessments for students with disabilities. A late spring, 2013 CSPD Meeting is planned that the director of PLUK will attend for the purpose of developing a collaborative plan between CSPD Project Real stakeholders and PLUK to engage parents and families in our processes.

Project Performance Measure 2.4.b

MTSS Project Schools used the Family Engagement Checklist (Muscott & Mann, 2004) to self-evaluate the strategies and activities in place within each school in the Spring of 2013. As shown in the table below, 100% of the schools have activities already in place (items rated 2=partially in place; items rated 3=in place), so that for this performance measure, MTSS Project schools are at 100% The table below averages each item across schools (right hand column). A comparison for each activity/strategy can be made by comparing the mean to the total possible, 3. For example, the first item under the Climate Domain has an average of 2.0 out of 3.0, or 67 percent in place. A Grand Mean across items and schools was calculated by averaging the item means which resulted in a score of 1.6, or 53% of all activities/strategies are in place within MTSS Schools, but at varying degrees. The Family/Community PLC workgroup will focus on prioritizing activities within each school to align with their local culture. In Years 4 and 5, the checklist will be used to evaluate current level of parent/family activities and engagement with schools to compare to this year's Grand Mean of 1.6 or 53%.

**March 2013 – Family Engagement Checklist – MTSS Pilot Sites**
**(Muscott & Mann, 2004; adapted from Epstein 2003 and Fullen 1991)**

| DOMAINS/Items | A | B | C | D | E | F | Mean |
|---|---|---|---|---|---|---|---|
| CLIMATE | | | | | | | |
| Process to assess how welcome, valued and satisfied parents are in and with school. | 3 | 3 | 2 | 2 | 1 | 1 | **2.0** |
| Plan to address ways to help families feel welcomed and valued. | 2 | 3 | 2 | 1 | 1 | 2 | **1.8** |
| Plan for training all staff to work collaboratively and respectfully with families | 2 | 3 | 2 | 1 | 1 | 2 | **1.8** |
| Plans to address ways to help families from diverse backgrounds feel welcomed and valued including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI. | 2 | 3 | 2 | 1 | 1 | 2 | **1.8** |
| PARENT INVOLVEMENT WITH LEARNING ACTIVITIES AT HOME | | | | | | | |
| | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Process for assessing parents' opinions about their own involvement in learning activities at home. | 2 | 2 | 1 | 1 | 1 | 1 | **1.3** |
| Plan or set of activities for helping families support their child's learning at home. | 3 | 1 | 2 | 2 | 2 | 2 | **2.0** |
| Plan includes activities for helping diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, support their child's learning. | 3 | 1 | 1 | 1 | 1 | 2 | **1.5** |
| COMMUNICATION WITH PARENTS/FAMILIES | | | | | | | |
| Process for assessing parents' opinions about how well schools communicate with them. | 3 | 1 | 3 | 1 | 1 | 1 | **1.7** |
| Plan for communicating with families in varied and helpful ways. | 3 | 3 | 3 | 1 | 3 | 1 | **2.3** |
| Plan includes activities for communicating with diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, about important school/home matters including discipline. | 3 | 2 | 3 | 1 | 2 | 1 | **2.0** |
| PARENT/FAMILY INVOLVEMENT AT SCHOOL (Volunteering, Assisting) | | | | | | | |
| Process for assessing parents' opinions about how they can support schools through their involvement at school. | 3 | 1 | 2 | 2 | 1 | 1 | **1.7** |
| Plan for how parents can be involved in supporting learning at school through volunteering and assisting. | 2 | 1 | 2 | 2 | 2 | 2 | **1.8** |
| Plan for parental involvement in school activities addresses how diverse families, including those with students in the Tier 1, Tier 2, and Tier 3 levels of MBI, can participate. | 2 | 1 | 1 | 2 | 2 | 2 | **1.7** |
| PARENT/FAMILY INVOLVEMENT IN DECISION-MAKING | | | | | | | |
| Process for assessing parents' opinions about the extent to which they are encouraged to participate in decision-making committees and activities (e.g., leadership teams). | 1 | 1 | 1 | 2 | 2 | 2 | **1.5** |
| Plan for encouraging and supporting parent participation in decision-making committees & activities. | 1 | 1 | 1 | 2 | 2 | 2 | **1.5** |
| Plan for parental participation in decision-making committees and activities addresses how diverse families, including those with students in students in tiered intervention of MBI, can participate. | 1 | 1 | 1 | 1 | 1 | 2 | **1.2** |
| Process for assessing parents' opinions about the extent to which they can provide input to school personnel about matters of importance including discipline that is taken seriously. | 1 | 1 | 1 | 1 | 3 | 1 | **1.3** |
| Plan for gathering and incorporating parents' input about matters of importance including discipline that is taken seriously. | 2 | 1 | 1 | 1 | 2 | 1 | **1.3** |
| Plan for gathering and incorporating parents' input about matters of importance including discipline; addresses how diverse families, including those with students in tiered intervention, can be heard. | 2 | 1 | 1 | 1 | 1 | 1 | **1.2** |
| **Grand Mean and Percentage Across Items & Schools=** | | | | | | **1.6** | **53%** |

STATUS: 1= NIP = not in place; 2=PIP = partially in place; 3= IP = in place;
A= Broadwater; B=Chief Joseph MS; C=East Valley MS; D=Paxson; E=Stevensville; F=West

Project Performance Measure 2.4.c

We reported in Year 2 that we would be developing, in collaboration with our partners and local parents, a survey in Year 3 comprised of items that evaluate test the extent of satisfaction by parents/families of their child's school in respect to academic and social/behavioral supports. Items were to be rated on a likert scale so that we are would obtain feedback about the extent of satisfaction to be used for improving methods of engagement in each school. Developing the survey was not accomplished during Year 3 but this work has been assigned to the Family/Community PLC workgroup to draft after learning more about effective ways to survey parents/families through the PLC. Schools also wanted to implement and/or increase strategies/activities they identified on the Family Engagement Checklist before surveying parents. We will report extent of parent satisfaction in Years 4 and 5.

**Attachment BB: Performance Measure 2.5a, b, c, d**

Project Performance Measure 2.5.a

The MTSS Project identified 9 MTSS Facilitators at the school level in Year 3. It is anticipated that more Facilitators will be identified in Years 4 and 5 as a new cohort of MTSS Schools begins during Year 4. A target of 10 Facilitators per year was initially set with the plan that 2 Facilitators would be identified in 5 MTSS Schools. As the project has proceeded, 1 Facilitator per school was identified with a plan to identify a second Facilitator within each school as a back-up. This would bring the total of 12 per year when accomplished. In addition, 6 MTSS Consultants were identified in Year 3. MTSs Consultants are State Consultants for RTI (N=3) and MBI (N=3).

The combined number of MTSS Consultants (N=6) and MTSS Facilitators (N=9) at the end of Year 3 is 15.

Project Performance Measure 2.5.b, c, d

The Data-Based Decision Making Workgroup assembled a list of 17 technology-based tools and strategies that are being used in the schools for implementation of MTSS. Facilitators were identified during Year 3 and have begun using different tools/strategies, depending on the technology availability in the school. A list of the 17 technology-based tools/strategies are shown in the Table below. Facilitators and School Teams identified those tools/strategies that they currently use. The variability between schools is evident in the percentages of schools using each item. The Facilitators were asked to rate any items they use according to usefulness in implementing MTSS. Mean scores across the Facilitators were calculated and shown in the right-hand column in the Table below for each instrument. A Grand Mean was calculated for all technology-based tools/strategies by averaging the item usefulness scores. The Grand Mean, 3.3 was transformed to a percentage by dividing 3.3 by 4 (total possible point), which resulted in 82.5% usefulness score. The Grand mean and percentage calculated in Year 3 will be used for comparison in Years 4 and 5.

**MTSS Technology-Based Tools and Strategies Survey – March, 2013; Year 3**

Ratings are on a 4-point scale with 1 (not at all useful), 2, 3 and 4 (very useful)

| **ACADEMIC Tools** | **No** | **Yes** | **% of Schools Use** | **Usefulness Mean Score** |
|---|---|---|---|---|
| Measure of Academic Progress Systems (MAPS) | 2 | 4 | 67% | **3.5** |
| DIBELS or AIMSweb CBM | 3 | 3 | 50% | **3.7** |
| Classroom Response | 3 | 3 | 50% | **3** |
| iPADS (student use) | 3 | 3 | 50% | **3.7** |
| AimsWeb Math/Read | 4 | 2 | 33% | **4** |
| Common Core YouTube trngs | 4 | 2 | 33% | **4** |
| Success Maker | 4 | 2 | 33% | **3.5** |
| Smarter Balance | 5 | 1 | 20% | **1** |
| My Big Campus | 5 | 1 | 20% | **3** |
| Pearson Inform Academic Data Systems | 5 | 1 | 20% | **4** |
| **BEHAVIORAL Tools** | **No** | **Yes** | | **Usefulness Mean Score** |

| | | | | |
|---|---|---|---|---|
| Schoolwide Information System (SWIS) | 0 | 6 | 100% | **3.7** |
| Schoolwide Evaluation Tool (SET) | 0 | 6 | 100% | **3.3** |
| Check In/Check Out (CICO) | 0 | 6 | 100% | **3.7** |
| MyVoice Climate Survey | 1 | 5 | 80% | **3.4** |
| **TRAINING/MEETING STRATEGIES** | **No** | **Yes** | | **Usefulness Mean Score** |
| TIPS meeting notes | 0 | 6 | 100% | **2.8** |
| Google Docs | 1 | 5 | 80% | **3** |
| You Tube training videos | 2 | 4 | 67% | **3.3** |
| **Grand Mean and % Usefulness = 3.3 82.5%** | | | | |

**Attachment CC: Goal 3.1a, b, c**

In a recent phone conference with Terry Jackson, Montana's SPDG Project Officer, the collaborator who is taking the lead on the activities tied to this goal (Dr.Gail McGregor) discussed some circumstances that led to her request to make some adjustments in the objectives and performance measures tied to this third Goal. Montana has recently been accepted into one of the two federally funded consortia that are working to develop an alternate assessment aligned with the Common Core State Standards (CCSS). They are now a Tier II member of the National Center and State Collaborative (NCSC). Tier II states are those that have joined the effort later in the test development process than the original cohort of states that became members the Collaborative. As a result, their role in the larger project is different, and their access to project services and resources is different. Tier II states commit to the project's Theory of Action, which encompasses key assumptions about the use of high quality curricular and instructional materials and supportive professional development are key components of a comprehensive assessment system. The comprehensiveness of the system is reflected in the fact that it is not simply a summative assessment. Rather, the work of the NCSC involves the development of evidence-based formative assessment tools and strategies, professional development on the use of data for progress monitoring, and management systems to support test administration and documentation of progress. As a Tier II state, Montana is required to develop an individualized plan to implement the professional development and curriculum/instruction resources to prepare both teachers and students for the summative assessment once our project is complete. While Tier II states have access to all of the materials and professional development resources created by NCSC, they will not receive intensive support in the use of the materials.

The original objectives tied to Goal 3 represented small pilot efforts designed to move the practice forward in terms of access to the general education curriculum for students with significant intellectual disabilities. Given the broader focus of the work tied to the NCSC, with a scope that goes far beyond a standards-aligned summative assessment, this vehicle represents a far more efficient and broad-reaching initiative that will have a statewide impact. Further, it has full support of the Montana Office of Public Instruction. For all of these reasons, with the approval of our Project Officer, the objectives and performance measures aligned with the third goal of Montana's SPDG (those that are included in the remainder of this report) have been adjusted to reflect the substantial work that must occur in Montana to meet the obligations of membership in NCSC. The intended outcomes – better access to the general education curriculum and improved academic outcomes – remain the same. The first objective for Goal 3 originally addressed awareness level training. It continues to do so, in its revised fashion, but references the approach that is being developed by the NCSC. Performance measures have been modified to measure the awareness level activities that are necessary for these new activities.

Measure a: As a Tier II state, Montana has access to the resources developed by the NCSC. Review of NCSC materials indicate that they are quite sophisticated in that they presume some background knowledge that teachers in Montana may or may not have. Experience in pilot efforts to date indicates that access to the general education curriculum for this population of students is not a familiar or widely supported concept. An initial step that is needed is to review and, as necessary, repackage materials in a way that is easier to understand. The personnel involved in Montana's state level Community of Practices (i.e., a group that has been formed to oversee the implementation and professional development associated with the new alternate assessment) are currently reviewing existing materials (e.g., Newsletters, webinars) to make decisions about what needs to be done for them to be effectively used in this state. The first performance measure addresses the completion of this material customization to support the other awareness level activities associated with this objective relative to the various components of the system.

Measure b: In an effort to provide foundational information about how to support access to the CCSS for students with significant intellectual disabilities, the training plan being formulated to guide the roll-out of this initiative encompasses the delivery of short courses about topics related to the practices associated with this instructional model. This approach has been successful in introducing the concept of standards-based IEPs to Montana teachers. Teachers can register for a course at no cost and earn renewal units, or they can pay a small fee to take a for-credit graduate course. Regardless of the registration type, the training is done online, including prerecorded instructional modules and weekly discussions of the content

among class members. Given the need for this information in a relatively short period of time, the performance measure established for this activity reflects an intent to offer such a course once/semester (including summers) for the remaining years of the project.

Measure c: Once these training activities are underway, evaluations will be conducted to ensure that the information is being presented in an understandable manner, representing the most important information needed by the teacher to implement the new practices represented by this initiative.